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ABSTRACT

This report, second in a series of seven, addresses the question, "What events disrupt classroom instruction and what are the most effective techniques teachers use to cope with these disruptions?" This report is a formal presentation of the research. The methodology of the study is delineated, the participants (teachers and observers) are described, and the general data collection procedures which were used are summarized. Comments regarding the nature of the data scurces, and a description of the training of observers are also provided. General descriptive information relative to distractions, coping techniques, and distraction-coping linkages is provided. A model emerging from this research is discussed and gereral conclusions of the study are presented. (JD)

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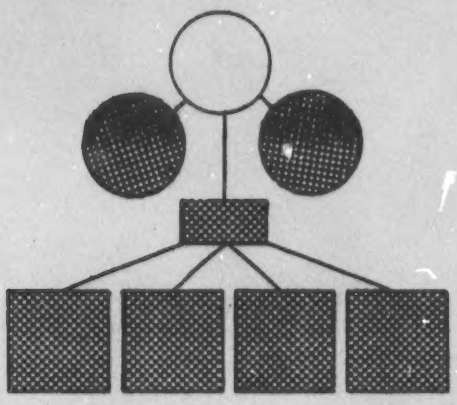

COPING WITH CLASSROOM DISTRACTIONS
or
Please Take a Number,
I'll Be Right With You

THE FORMAL RESEARCH STUDY

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Report IR&DT 79-2

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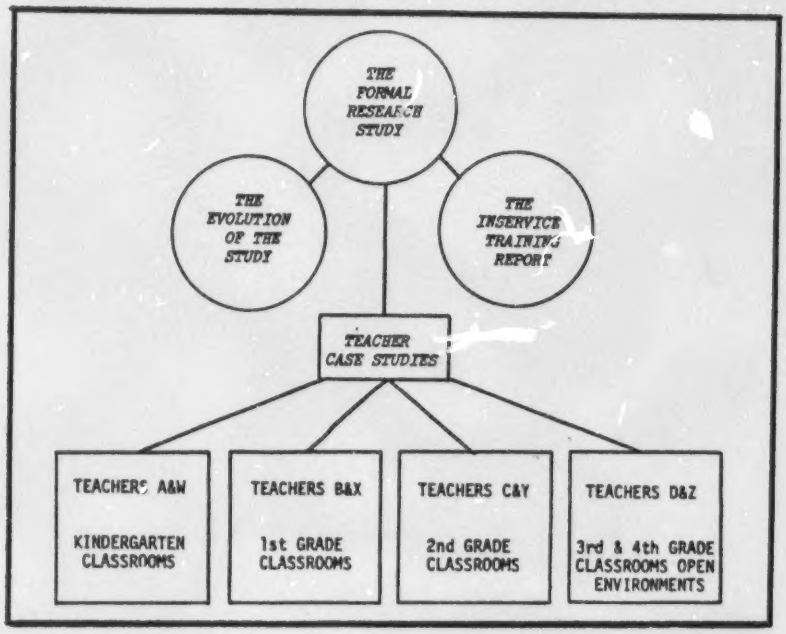
PREFACE

The study herewithin is one of a set of studies describing research conducted by the San Diego Interactive Research & Development on Teacher (IR & DT) Team. The cluster of studies which presents the IR & DT team's findings regarding *Classroom Distractions* is graphically illustrated below.



The Formal Research Study provides a formal presentation of a typical research report (i. e., purpose of study, review of literature, methodology, findings, conclusions and a description of an emerging model). *The Evolution of the Study* provides a chronological development of the evolution of the study from the initial identification of the problem to the write-ups of the findings (from the IR & DT team's perspective). *The Inservice Training Report* details the activities undertaken in an inservice class offered by the trainer/developer and a preliminary evaluation of the impact of the class upon the participants. *The Teacher Case Studies* (4) provide discussions of findings, conclusions, and insights from the perspective of the teachers who participated in the study. Detailed context descriptions of the instructional environments and teaching styles should permit readers to identify and peruse those teacher case studies which seem most relevant. Hence, the disparate needs and interests of a variety of readers should be satisfied by the various reports of the cluster.

Even though the San Diego IR & DT team was initially composed of four teachers, one researcher, and one trainer/developer, the *"Coping with Classroom Distractions"* study could not have been completed without the assistance, guidance, and encouragement of a more extensive team. It is with a sincere debt of gratitude that the initial IR & DT team acknowledges the assistance and support provided by the many persons who contributed to this investigation. Special recognition is given to Dr. Eugene Labovitz whose collaboration provided invaluable assistance in the development of this document. And, of course, thanks are extended to the children in the observed classrooms for behaving in a natural manner and not becoming "distracted from distracting" by the presence of the study's observers. Without the children's cooperation (e.g., continuing to contribute their regular distractions to the classroom scenario), the investigation would have been muted.

TABLE OF CONTENTS

	Page
PREFACE	*iii*
LIST OF TABLES	*vii*
LIST OF FIGURES	*viii*
ABSTRACT	1
SECTIONS	
PROBLEM CONTEXT	3
DEFINITION OF TERMS	7
STATEMENT OF THE QUESTION	9
REVIEW OF LITERATURE	9
INTRODUCTION	9
GENERAL REVIEW - THE LEARNING PROCESS	10
FACTORS INFLUENCING THE LEARNING PROCESS	11
DISTRACTION-RELATED LITERATURE	13
METHODOLOGY-RELATED LITERATURE	14
INDICATORS OF COPING TECHNIQUE EFFECTIVENESS	17
OVERVIEW OF THE STUDY	17
METHODS OF DATA COLLECTION	19
OVERVIEW OF OBSERVATIONS	19
SUBJECTS	19
DATA COLLECTION PROCEDURES	20
THE NATURE OF THE DATA SOURCES	26
TO ASSESS TIME	26
TO ASSESS INSTRUCTIONAL FLOW	27
TO ASSESS THE ELIMINATION OF THE DISTRACTION	27

Page

TRAINING OF NON-PARTICIPANT OBSERVERS 27

DATA REDUCTION. 31

DISCUSSION OF FINDINGS. 37

OVERVIEW 37

DISTRACTIONS 37

COPING TECHNIQUES. 51

DISTRACTION-COPING LINKAGES. 61

FURTHER ANALYSES OF LINKAGE EFFECTIVENESS. 72

INSTRUCTIONAL TIME LOSS. 85

BEFORE AND AFTER INTERVENTION INFORMATION. 88

LEVEL I & LEVEL II TEACHER INFORMATION 96

SUMMARY OF FINDINGS. 98

AN EMERGING MODEL 101

FACTORS INFLUENCING CLASSROOM DISTRACTIONS 101

THE OPERATION OF THE MODEL 103

KEY ELEMENTS AND UNDERLYING ASSUMPTIONS. 106

CONCLUSIONS 109

REFERENCES. 113

APPENDICES

A. LEVEL I/LEVEL II REDUCED DATA. 115

B. KINDERGARTEN TEACHERS' REDUCED DATA. 129

C. GRADE ONE TEACHERS' REDUCED DATA 141

D. GRADE TWO TEACHERS' REDUCED DATA 153

E. GRADES THREE AND FOUR TEACHERS' REDUCED DATA 165

F. MISCELLANEOUS STUDY-RELATED DOCUMENTS. 177

LIST OF TABLES

Table		Page
1.	Percentage of Distractions Occurring by Teacher, Level and Combined Observations 1-9	40
2.	Correlation Matrix Percentage of Occurrence of 23 Distractions for 8 Teachers and Teachers' Combined Total	48
3.	Percentage of Coping Techniques Utilized by Teacher, Level and Combined Observations 1-9	54
4.	Summary of Distraction-Coping Linkages Teachers A-Z Observations 1-9	63
5.	Median Effectiveness Ratings of Coping Techniques Verbal vs. Nonverbal vs. Other Teachers A-Z Observations 1-9	74
6.	Median Effectiveness Ratings of Coping Techniques Teachers A-Z Observations 1-9 Separated by Size of Instructional Group	78
7.	Median Effectiveness Ratings of Coping Techniques Teachers A-Z Observations 1-9 Small Group Instruction Only	82
8.	Instructional Time Loss Due to Distractions Based on Quantitative Data and Teacher Daily Log Estimates	86
9.	Percentage of Distractions Occurring Before and After Intervention	90
10.	Percentage of Coping Techniques Utilized Before and After Intervention	90

LIST OF FIGURES

Figure		Page
1.	Observation Schedule	22
2.	Observation and Intervention Pattern	23
3.	Data Collection General Schema	28
4.	Event Map Teacher A Observation 1	32
5.	Sample of Computer Printout of "Time", "Flow" and "Elimination" Histograms	34
6.	Distractions to Classroom Instruction	38
7.	Distraction Profile All Teachers Observations 1-9	41
8.	Contrast of Time Ratings for "Student Generated" vs "School Generated" Distractions	47
9.	Coping Techniques	52
10.	Coping Profile All Teachers Observations 1-9	55
11.	Coping Techniques Relative to the Whole Set of Coping Techniques	59
12.	Sample of Computer Printout of "Time", "Flow" and "Elimination" Histograms	65
13.	Summary of Effectiveness Ratings Teachers A-Z Observations 1-9	67
14.	Summary Display of the Most and Least Effective Distraction-Coping Linkages	69
15.	Histograms of Effectiveness Ratings for Verbal, Nonverbal, and Other Coping Techniques	75
16.	Histograms of Effectiveness Ratings for Individualized Small Group, Large Group, and Transitional Time Instructional Groups	79
17.	Histograms of Effectiveness Ratings for Verbal, Nonverbal and Other Coping Techniques During Small Group Instruction	83
18.	Distraction Profile All Teachers Observations 1-6 vs 7-9	91
19.	Coping Profile All Teachers Observations 1-6 vs 7-9	93
20.	A Model of Teachers Coping With Classroom Distractions	104

ABSTRACT OF THE STUDY

COPING WITH CLASSROOM DISTRACTIONS

The purpose of this study was to investigate those events which disrupt classroom instruction and to determine the techniques which teachers use to cope with these distractions. Eight primary grade classrooms were each observed on nine occasions during reading instruction. In each classroom, the observations of two non-participant observers were complemented through insights provided by the classroom teacher. One non-participant observer collected quantitative data using an observation checklist, while the other observer collected qualitative-descriptive information by employing ethnographic techniques. The principal indicators of coping technique effectiveness which were investigated were: (1) The instructional time loss due to distractions, (2) The degree to which the flow of the instructional activity was disrupted, and (3) The degree to which a distraction persisted after a coping technique had been utilized.

There were two data-sharing sessions between the sixth and seventh observations. These two inservice experiences provided feedback of the distractions occurring and the coping techniques teachers were utilizing.

It was found that there were many distractions occurring, regularly. In some classrooms, distractions were occurring at a rate of one per minute. The kinds of distractions which occurred in the eight primary grade classrooms were found to be very similar; especially when comparing grade level counterparts (e.g., Teachers A & W, both kindergarten teachers). The eight teachers of the study used similar coping techniques, but the frequency of use and the manner of utilization seemed to relate to the teachers' management styles. Many of the differences in coping technique utilization were also related to other contextual factors (students and environments).

Certain distraction-coping linkages tended to be more effective than others. For example, some nonverbal techniques were quick and did not break the instructional flow. But it was decided by the San Diego IR & DT team that no specific coping technique could be looked upon as the panacea for solving distractions. The effectiveness of the various coping techniques had to be considered in the context of other factors (student, teacher, and environmental).

The teachers in the study were receptive to intervention information. They found some changes easy to incorporate (e.g., additional pencils and erasers resolved one set of distractions, rearrangement of classroom furniture assisted in reducing the occurrence of other distractions). Other changes in the use of coping techniques were not too difficult to incorporate with conscientious effort (e.g., using a signal to clue a child that her/his actions were inappropriate, directing students to aides for certain kinds of assistance). Other new coping techniques were very difficult, or not possible, to incorporate into the teachers' coping styles (e.g., <u>not</u> reminding a child of classroom rules; even though the teacher knew the technique was taking more time and that the student already knew the rule). This set of conclusions, with respect to incorporating new coping techniques, was expressed in one of the teacher's case studies as follows:

> Teacher C made plans to attempt to change a variety of problems in her room. She found it much easier to change physical or management items than to attempt to change portions of her teaching style. It took a much more conscious effort to incorporate any new techniques that were discussed during the intervention into her teaching style.

Some additional conclusions related to strengths and weakness of the research methods. One strong point was the complementary nature of the qualitative and quantitative data sources. These two sources tended to validate many findings, which independently might have not been noted. Actually, some of the weaknesses in the data collecting procedures were uncovered by the power of the quantitative-qualitative design.

PROBLEM CONTEXT

In the San Diego Unified School District, much attention had been directed during the 1977-78 school year to studies which reported the importance of students' "time-on-task" (e.g., Berliner, 1976; Stallings, 1975). The amount of time students were engaged in meaningful learning activities had caught the interest of top-level district decision makers. District regional meetings occurred during the fall semester of 1977 to familiarize each elementary site principal with the review of literature regarding many factors involved in the acquisition of knowledge (Berliner & Rosenshine, 1977).

In theory, these site administrators were to disseminate the concepts contained within the reviewed literature to their respective faculties. The importance of students spending sufficient time engaged in learning reading, math, and other academic skills was clearly articulated at these meetings. How to find (additional) time for classroom teachers to meet these time requests was not elaborated upon. Implicit was the concept of more effective classroom management. Reserving portions of the instructional day for reading and math instruction was discussed.

The demands placed upon teachers to maintain the flow of instruction in the context of other demands (e.g., recordkeeping for special funded projects, individualizing instruction) was likewise acknowledged. Remedies to insure that sufficient time would be available for academic instruction were few. Essentially the emphasis was upon somehow "stretching" the instructional day by replacing or deleting "unnecessary instructional topics." Few people were willing to explicate their list of unnecessary instructional topics.

Perhaps, some thought, instead of attempting to identify the instructional domains which could be displaced, efforts should be expended to research activities within the instructional day which could be handled more efficiently. It was acknowledged that there were areas of classroom management in which little, if any, systematic research had been undertaken. Some areas were too touchy to approach during a time of teacher-district negotiated contracts. Other areas existed in which the constructs involved seemed too difficult to quantify -- using solely the traditional techniques and experimental designs to which researchers have become accustomed. One domain of classroom management related to the erosion of classroom instruction time was proposed. It was in the domain of interruptions to instruction, or for lack of a better name, *classroom distractions**.

The following thougnts were conjectured. A researcher would have a difficult time finding a teacher who would claim that there were no distractions to her/his daily instructional plans. Likewise, researchers would be hard pressed to identify master teachers who "have all the answers" to cope with classroom distractions. One reason why teachers will openly admit that they occasionally/frequently encounter instructional interruptions is that most distractions are beyond their control (e.g., fire drills, student disagreements, an unsure student seeking reinforcement and encouragement even though the teacher is working with another set of students at the reading circle). One reason why teachers will not claim to be "master distraction copers" is that they are uncertain their "bag of tricks" is any more efficient than those of any other teacher at their school.

Teachers have not learned how to cope with classroom distractions in teacher education classes. Usually the topic of *things that you don't want to happen to you while you are trying to teach* has not appeared in teacher

*For the purpose of this study, *classroom distractions* are those events which take teachers and/or their students off the intended instructional tasks.

preparation courses. Instead, teachers learned through first hand in-front-of-the-class experiences. Occasionally, during a coffee break or a preparation period, an "old pro" might have shared some of her distraction-coping techniques. It seemed strange that in a time in which every moment of instructional time was so precious that teachers were having to learn how to cope with distractions by trial-and-error or by asking a colleague on the sly. In addition, some people wondered if the "old pro" teacher really did have an efficient arsenal of techniques when compared with her peers' approaches.

The apparent reason for the dismal state of affairs seemed to relate to the lack of research on the topic. Little could be found in the literature regarding a systematic study of distractions to classroom instruction. Investigations which examined the coping strategies which teachers utilized to minimize the distractions of instruction were virtually nonexistent.

It was decided that if "time-on-task" were as important as contemporary research indicated then an investigation of the distractions which classroom teachers encounter and the techniques they use, indeed, appeared timely and desirable. The additional time gained from successful distraction-coping would apparently be more acceptable to many educators than the instructional time obtained by displacing an instructional domain (e.g., art, music). Especially, since some believed these latter domains were as essential as the academic topics.

It was further concluded that an investigation of classroom distractions and the discovery of functional distraction-coping techniques were not sufficient ends in themselves. Some means of disseminating functional coping strategies were also needed. The research design of this study incorporated an inservice-feedback intervention. This intervention was intended to provide preliminary insights with respect to teacher receptiveness to inservice training of distraction-coping strategies.

DEFINITION OF TERMS

Classroom distractions may be defined as those events which take teachers and/or their students off the intended instructional tasks. This includes any behavior, activity or event that comes to the attention of either the teacher or her students. Classroom distractions generally activate or motivate a response from the teacher and/or the students. The types of classroom distractions are contingent upon their source. Many distractions come from the students either alone or based on the interaction with other students (e.g., classroom noise). Other distractions come from outside sources such as visitors to the classroom, parents or staff members. Still others are from non-human sources such as the structure of the classroom or school, or special activities and other outside forces (e.g., weather, construction activities).

Coping techniques may be defined as any mechanisms, verbal or non-verbal, used by the teacher to eliminate a distraction. Some coping techniques are preventive in nature and are used not only to eliminate the current distraction but to prevent similar distractions in the future (i.e. the teacher reminds the student of the rules). These techniques are related to the teacher's classroom management skills and style. Other coping techniques are reactive. They simply react to a given distraction in order to eliminate it and get back-on-task. These are also related to the teacher's style and classroom management skills. Coping techniques may also be directed at either an individual or at a group. In other words, they may be used to correct a particular individual's behavior or the class as a whole.

Linkages are the interrelationships between classroom distractions and coping techniques. For the purpose of this study the relationship of

a particular coping technique in response to a specific distraction is called a linkage. Certain types of distractions may evoke specific kinds of coping mechanisms. These, however, may be mediated by the key elements involved in the classroom such as the students, teachers and classroom environment.

Occasionally, reference is made in this document to the San Diego Interactive Research and Development for Teaching Team, *IR & DT Team*. This team was comprised of four classroom teachers, a trainer/developer of teacher inservice classes, and a researcher.

The four teachers of the IR & DT team, who were involved in the identification of the research question and the generation of the research design, are referred to as *Level I Teachers*. Another group of four teachers was recruited to provide a larger population for data collection. These teachers are called *Level II Teachers*.

During the data collection phase of the study, two planned "feedback sessions" occurred. These information sharing sessions are referred to in this document as the *Intervention*.

Reference is made in this study that the observations occurred during *Reading Instruction*. For the purpose of this study, reading instruction occurred when the teacher and a group of her students were involved in academic activities seeking the attainment of reading skills (or in the case of kindergarteners, reading readiness skills).

STATEMENT OF THE QUESTION

What are the techniques which classroom teachers use to cope with distractions to classroom instruction and how effective are these techniques with respect to:

(1) Minimizing instructional time lost due to distractions,

(2) Dealing with distractions at a level which has a minimal disruptive effect upon the flow of instruction, and

(3) Eliminating distractions?

REVIEW OF LITERATURE

INTRODUCTION

This section provides a brief review of literature relevant to this study. Little was found in the literature regarding investigations of the impact of classroom distractions. Accordingly, references advocating courses which informed teachers of functional coping techniques were nonexistent.

Studies highlighting the importance of students' engaged learning time were found (Berliner, et al., 1976; Stallings, 1975). References were also found which indicated the need for continuous rather than disjointed lessons (Tikunoff, Berliner, and Rist, 1975). The need for teacher preparation courses which focus upon classroom management concerns (e.g., classroom distractions) had been voiced, but no studies were found in the literature. It had been suggested by members of the San Diego IR & DT team that perhaps the experimental designs and techniques used by quantitative researchers (see Campbell and Stanley, 1963) have restricted (precluded) the investigation of subtle classroom teacher-student interactions. Some researchers have advocated that perhaps multiple perspectives of the interactions

between teachers and students were needed; with quantitative data supplemented by qualitative data (Tikunoff et al., 1975; Tikunoff and Ward, 1977).

GENERAL REVIEW - THE LEARNING PROCESS

One of the major goals of any educational institution and process is learning. Learning is a complex process which involves a multitude of factors. Berliner and Rosenshine (1977), for example, saw the acquisition of knowledge as crucial and based on such factors in the classroom as the curricula (what is to be learned and taught), the method of communication (the ways of presenting a curriculum), and the teacher (including both instructional ability and skills). Another key factor influencing the learning process is time (Bloom, 1974; Carroll, 1963). A sufficient amount of time is necessary to learn a given task or body of knowledge. Carroll (1963) contended that the amount of time involved in the learning process is mediated by the complexity of the knowledge or task, the learner's aptitude, the quality of instruction and the ability of the learner to understand the instruction.

Other studies of the learning process have focused on the importance of engaged time or time-on-task (Berliner, et al., 1976; Stallings, 1975). Stallings (1975), for example, in a study of 150 Follow-Through classes, found that instructional time was a powerful factor in accounting for the acquisition of knowledge in the classroom. BTES (1977) was a publication of the Beginning Teacher Evaluation Study. According to this study, the more time a student spent on a specific content area, the more learning took place. Two important factors influencing instructional time were the size of the group and the resources available to the teacher (e.g., instructional aides).

Still other research has isolated teacher's style and classroom management techniques as important determinants of the learning process

(Brophy and Evertson, 1976; Cooley, et al., 1977; Tikunoff, et al., 1975). One of the factors which was considered important was the degree of continuity of instruction. Tikunoff, et al. (1975) found that immature learners (primary grade children) could not thrive when choppy or disjointed lessons occurred within a given instructional period (e.g., teacher switching from individual instruction in reading to behavior management, then to reading the principal's message, and then to large-group instruction). In their review of the literature on the causal factors involved in student achievement, Berliner and Rosenshine (1976:15) supported this conclusion when they stated:

> It may be concluded that at the primary grades, more academic knowledge is acquired by students in classes where (a) the schools and teachers have advocated more time for academic instruction; (b) the time used for lessons is continuous rather than disjointed; ...

In a study by Cooley, et al. (1977), the authors attempted to conceptualize and identify what constituted effective teaching. They isolated several factors which included: student outcomes, teaching behavior, classroom processes, student differences, instructional effectiveness of the curriculum, and the quality of the schooling. Based on these factors, a model of classroom processes was constructed in order to measure various instructional dimensions. These dimensions included structure and placement, instructional events, opportunity and motivators.

FACTORS INFLUENCING THE LEARNING PROCESS

The review of the literature suggests that a large number of factors are involved in the learning process and that there are several other elements which influence this process. The key elements seemed to focus on 1) the student; 2) the teacher; and 3) the classroom structure and environment.

Certain characteristics of students were viewed as important determinants of the learning process (Carroll, 1963; Cooley, et al., 1977). These included the student's ability, aptitude, motivation and socioeconomic status. Two important characteristics associated with the teacher were classroom management and teaching style (Brophy and Evertson, 1976; Cooley, et al., 1977; Kounin, 1970). These two characteristics encompass the teacher's ability to communicate the curricula, the teaching methods employed and classroom management skills. Finally, the classroom structure and environment included the actual physical structure of the classroom and the materials in it, and the arrangement (organization) of students and curricula (Gump, 1967). The classroom structure seemed highly related to the teacher's style and management techniques. The manner in which a given classroom was structured in terms of the grouping of students, degree of individualization, arrangement of resources (chairs, desks, learning centers), arrangement of classroom segments (time alloted to a given curriculum) and mechanisms for classroom organization (use of physical props) was tied to both the students involved and the teacher (Cooley, et al., 1977).

A synthesis of the literature reviewed indicates that the key elements mentioned above seem to affect the time a teacher has for instruction and that a student may concentrate on a given task. The types of classroom distractions and the resulting coping techniques employed to get a student back on task would also seem to be influenced by these factors. In addition, the linkages between classroom distractions and coping techniques are important when examined in terms of the relative effectiveness of eliminating a distraction, the time involved (so both the teacher and student can get back on task), and the flow of the classroom (in terms of disjointedness and transition). The more time a student has on a specific content area, and the more instructional time the teacher has, the more the student should

learn (BTES, 1977; Stallings, 1975). In other words, instructional time or time-on-task has been identified as a key determinant of learning, and therefore, classroom distractions and their elimination are an important focus of analysis.

DISTRACTION-RELATED LITERATURE

The literature on the learning process, then, suggests that there are certain important factors involved in the classroom which may affect the time a teacher has for instruction and, therefore, a student may concentrate on a given task or body of knowledge. The analysis of these factors and their relative import has received differential treatment by educational researchers. Little, for example, was found on the investigation of the impact of classroom distractions on the learning process even though the distractions may interrupt the flow of the classroom instruction, the time alloted to a given task and the effectiveness of the instruction. The literature was also sparce in the studies of techniques to cope with classroom distractions and their effects on the elimination of these distractions (Jackson, 1968).

Although only indirectly related to this problem, the studies by Brophy and Evertson (1976), Gump (1967) and Kounin (1970) are suggestive of the types of variables involved in the classroom which may affect the instructional process. Gump (1967) attempted to give a scientific description of the classroom environment in his study. He developed a methodology and some concepts for the description of the classroom as a behavior setting. Based on his conceptualization of the classroom structure in terms of narrative records and segments (a part of the classroom environment which focuses on a specific task or process such as reading), he found that 51% of all teachers activities focus on pedagogical efforts (Gump, 1967:54).

The rest of the time the teacher was concerned with structuring activities, deviant behavior, individual problems and transitions between classroom segments. Transitions were found important because they are between tasks and use learning time.

Kounin (1970) was interested in the analysis of classroom discipline and management. In particular he focused on "desists" and the "ripple effect." A desist was defined as a teacher doing something to stop a student's misbehavior. The ripple effect was concerned with the effect a given desist had on other students in the classroom. Kounin found that the ways of dealing with a student's misbehavior was contingent upon the teacher's managerial techniques and style. This conclusion was important because the study suggested that a teacher's desists (coping techniques) were important mechanisms which attempted to deal with misbehaviors (classroom distractions) and, thereby, allowed time for the student to learn (more time for the teacher's instructional activities). While Kounin's study did not focus on the learning process specifically, it isolated several important factors in the classroom environment. The most notable factors were classroom management, teacher style, classroom distractions and coping techniques.

Brophy and Evertson (1976) expanded the studies by Gump and Kounin as they specify several of the factors and characteristics of good and successful classroom management. These factors included the type of seatwork assignments, the degree of planning, awareness of classroom activities and the student knowing what to do.

METHODOLOGY-RELATED LITERATURE

One of the problems associated with research in the classroom is the types of methodology appropriate to the study of behavior in such a setting. Some researchers have advocated that perhaps multiple perspectives of the

interactions between teachers and students were needed; with quantitative data supplemented by qualitative data (Tikunoff, et al., 1975; Tikunoff and Ward, 1977).

While there has been a heavy reliance on quantitative data in the past, recent literature has advocated research in a naturalistic setting utilizing ethnographic methodology for the study of the classroom. Charlesworth (1974:10), for example, argued that:

> One distinctive (but not exclusive) characteristic of the ethologist's [sic] approach is that he first undertakes to observe and describe behavior in the natural habitat before attempting to study the behavior under more controlled and artificial conditions.

Fienberg (1977:50) stated, "Because ethnographic data are obtained by direct observation of human activity and interaction in an ongoing naturalistic manner, it is inherently multidimensional." It appeared that the features of ethnographic data collection (e.g. observing naturalistic student-teacher interactions and collecting multidimensional data), lended themselves to the investigation of classroom distractions and coping techniques.

The use of ethnographic research methods, then, can complement the use of quantitative methodology. This contention was also supported by Rist (1977) who saw the two educational research paradigms prospering together, each illuminating and providing insights on a given problem. Tikunoff, et al. (1975) illustrated how quantitative and qualitative methods were combined in the study of the classroom. Hence, the literature indicated that a combination of quantitative and ethnographic methodologies might provide the research methods needed to gain initial insights of how classroom teachers cope with classroom distractions.

INDICATORS OF COPING TECHNIQUE EFFECTIVENESS

The primary indicators studied in this investigation were:

Instructional Time Lost

> How much instructional time was lost by teachers and students due to distractions and the utilization of the various coping techniques?

Flow of Classroom Instruction

> The degree of disjointedness of the instructional activity due to classroom distractions -- To what degree were the teacher and students interrupted from the instructional task as initially planned by the teacher?

Elimination of the Distraction

> To what degree did the distraction persist after a coping technique had been utilized?

OVERVIEW OF THE STUDY

The following overview has been written to provide the reader of this document an advanced organizer.

The next chapter delineates the methodology of the study. The participants, teachers and observers, are described and the general data collection procedures which were utilized are summarized. Comments regarding the nature of the data sources, and a description of the training of the observers are also provided.

The Discussion of Findings Chapter then follows. This chapter has been separated into several sections. The first three sections address general descriptive information relative to distractions, coping techniques,

and distraction-coping linkages. A review of the relative effectiveness of selected distraction-coping linkages, and an analysis of time lost due to distractions then follow. Differences between the coping techniques teachers used before and after the intervention phase are discussed. A few remarks regarding Level I and Level II teachers precede the summary of findings for the chapter.

A brief chapter characterizes an emerging model which purports to explain how the distraction-coping process functions, and what factors influence the model's process. A section which explicates the general conclusions of the study, and makes reference to other studies in the IR & DT report cluster, concludes the formal document.

Appendices containing reduced data for Level I and Level II teachers, and for each grade-level pair of teachers are included. Appendix F contains a variety of study-related documents.

METHODS OF DATA COLLECTION

OVERVIEW OF OBSERVATIONS

Three types of observations occurred. Two non-participant observers and one participant observer collected data from different perspectives.

The two non-participant observers received training and descriptive classroom-context information prior to classroom visits. Two classroom visits before formal data collection began, permitted the non-participant observers to become oriented. One of the non-participant observers collected quantitative data using an observation checklist, while the other observer employed ethnographic techniques (taking detailed notes on all that occurred during each observation).

In each classroom, the participant observer was the classroom teacher. The teacher's insights regarding distractions and coping techniques utilized, and circumstances beyond overt classroom actions were addressed in a daily log. (An example of the log content is provided in each teacher case study).

SUBJECTS

Teachers

Eight primary grade teachers participated in the investigation. Half of this group had been involved in the identification of the problem and the generation of the research design (Level I teachers). The remaining four teachers, Level II teachers, were recruited from similar grade levels and schools to provide a larger population for data collection. Details regarding recruitment of teachers are presented in the Evolution of the Study.

Three of the Level I teachers were colleagues at a relatively small K-6 school with a faculty of 15. They taught grades kindergarten, 1 and 2. The school's student population was approximately 400, primarily Black (75%),

with some Spanish surnamed (20%) and a few other ethnic representatives.* Approximately half of the school's families qualified for federal aid. The fourth Level I teacher, who team-taught a 3-4 grade class of 60 students, was on the staff of a very large K-6 school (40 teachers and approximately 1200 students). This school was located in a middle income neighborhood and had an ethnic composition primarily Anglo (77% White, 11% Hispanic, 9% Asian, 3% Black). The Level II teachers were selected so environmental characteristics (e.g., grade levels, school and student demographics) were similar to the original four IR & DT teachers.

Non-Participant Observers

Eight classroom-experienced persons were employed as non-participant observers. Classroom experience, descriptive ability, and an attitude of sincere interest in the study were the key criteria in selecting the eight persons who participated as non-participant observers. Seven of the eight observers had taught. Their classroom experience ranged from two years to 15 years (median eight years). The eighth observer had not taught, but had served as a parent volunteer in classrooms. She also had participated as an observer in a pre-school project while she was in college (three of the other observer candidates also had functioned as observers before).

DATA COLLECTION PROCEDURES

Orientation Phase

Prior to classroom visits, each of the eight classroom teachers completed a classroom context questionnaire. Given to the non-participant observers before their initial visit, the questionnaire was intended to provide descriptive information relative to classroom arrangement and management (see Appendix F).

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* Ethnic data from Pupil Ethnic Census, San Diego City Schools, 1977-78.

The eight non-participant observers were divided into 4 observation teams. Each team consisted of a quantitative and ethnographic observer and was assigned two classrooms to visit (see Observation Schedule on the next page). During the Orientation Phase, the non-participant observers visited their two classrooms for one hour for two days each. The purpose of these visits was to familiarize the non-participant observers with the classroom arrangements and the daily management style of the classroom teacher. The observers and teachers had opportunities to interact and clarify classroom procedural points which were unclear. The non-participant observers also became adept at identifying the students and determining locations within the classrooms which permitted effective unobtrusive observations. The non-participant observers jointly developed a pre-observation context description which described the classroom environment and the teacher's teaching and distraction-coping style (see Appendix F).

Pre-Intervention Observation Phase

The non-participant observation teams observed each classroom on nine occasions. Observations were during reading instruction, approximately 55 minutes for each visit. The first six visits occurred prior to the Intervention Phase, and the remaining three observations followed the intervention. Each observational team visited one of its two classrooms for three consecutive days during a week (Tuesday through Thursday, generally), and the following week they visited their other classroom (see Observation Schedule, and Observation and Intervention Pattern sheets which follow).

During these classroom visits, the two observers functioned in different and complementary manners. One observer observed the classroom situation (focusing on the teacher) using a quantitative data observation form (see Appendix F). The other non-participant observer employed ethnographic observation techniques (making notes of all she observed in the classroom).

FIGURE 1

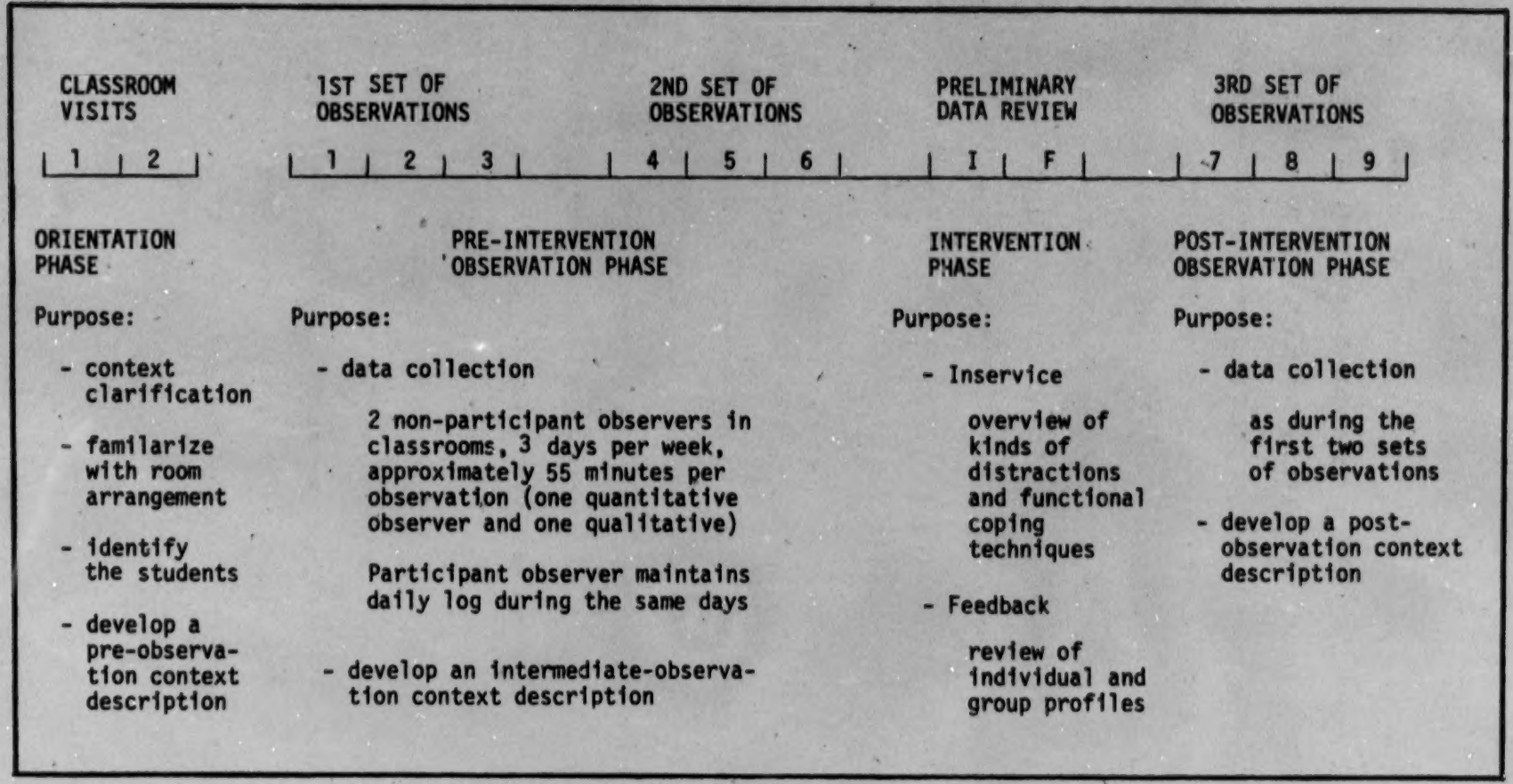
OBSERVATION SCHEDULE

TEACHER / WEEK	LEVEL I TEACHERS				LEVEL II TEACHERS			
	T_A	T_B	T_C	T_D	T_W	T_X	T_Y	T_Z
1	OT_A		OT_C			OT_B		OT_D
2		OT_B		OT_D	OT_A		OT_C	
3	OT_A		OT_C			OT_B		OT_D
4		OT_B		OT_D	OT_A		OT_C	
5	INTERVENTION							
6								
7	OT_A		OT_C			OT_B		OT_D
8		OT_B		OT_D	OT_A		OT_C	

T_A = Teacher A OT_B = Observation Team B

FIGURE 2

OBSERVATION AND INTERVENTION PATTERN


CLASSROOM VISITS
1ST SET OF OBSERVATIONS
2ND SET OF OBSERVATIONS
PRELIMINARY DATA REVIEW
3RD SET OF OBSERVATIONS
1 2
1 2 3
4 5 6
I F
7 8 9
ORIENTATION PHASE
Purpose:
- context clarification
- familarize with room arrangement
- identify the students
- develop a pre-observation context description
PRE-INTERVENTION OBSERVATION PHASE
Purpose:
- data collection
2 non-participant observers in classrooms, 3 days per week, approximately 55 minutes per observation (one quantitative observer and one qualitative)
Participant observer maintains daily log during the same days
- develop an intermediate-observation context description
INTERVENTION PHASE
Purpose:
- Inservice
overview of kinds of distractions and functional coping techniques
- Feedback
review of individual and group profiles
POST-INTERVENTION OBSERVATION PHASE
Purpose:
- data collection
as during the first two sets of observations
- develop a post-observation context description

The focus of the ethnographic observer was primarily on the sequence of events and interactions between teacher and students. A small (2 1/4" by 3/4" by 1/2") wireless microphone-transmitter tuned to an FM station was also used. A radio-cassette recorder tuned to an appropriate FM station recorded the teacher and student voices transmitted through the microphone. The primary purpose of the microphone was to permit the observers to hear (after the observation) relatively quiet student teacher conversations -- which otherwise might have been lost or miscoded. The remote microphone not only allowed audio reference to events which the observers could not otherwise hear, but it also provided a "back-up" set of information. Pilot efforts with the remote microphones indicated that the naturalistic intent of the study was not compromised by the discreet use of the small microphones.

After each daily observation, the quantitative observer transformed her observational data to mark-sensed computer cards specially designed for the study. At the end of each observation, the ethnographer embellished her notes and then dictated into tape-recorded cassettes. Later, in the day, these tapes were transcribed by a transcriptionist.

The non-participant observers attempted to be as unobtrusive as possible. The retention of a naturalistic setting was considered of paramount importance. Clarification of distractions and coping techniques was kept to a minimum between the two non-participant observers. The classroom teacher's interpretation was not sought during the Observational Phase.

After the sixth observation, the non-participant observers jointly developed a intermediate-stage description of the classroom environment and the teacher's teaching and coping styles.

Intervention Phase

As had been specified in the original project proposal, two "feedback sessions" occurred. The group of project teachers referred to these sessions as the intervention sessions. [It perhaps should be clarified that the objective of these sessions was not to provide a pre-post intervention contrast (as evidenced by changes in quantitative and ethnographic data). Instead, the purpose of these information sharing meetings was primarily to review the data collected and to consider/encourage positive changes. Hence, the degree of receiptivity of the teachers to the data collected in their classroom was of primary interest to the trainer/developer and the researcher.]

The two sessions occurred between the sixth and seventh observations. The trainer/developer and researcher assisted the teachers in reviewing the data which had been collected during the first six observations. The first feedback session focused on the ethnographic data. After a one week break for spring vacation, the teacher returned to inspect and analyze the quantitative data. (Further data regarding these sessions are in the Evolution Report.)

After reviewing their conclusions as a group, the teachers were asked to draft plans of how they would cope (differently) with their higher priority distractions. Copies of these tentative plans were given to the trainer/developer and the researcher for their review.

Post-Intervention Observational Period

The same data collection procedures used before intervention continued after the inservice intervention. Three additional observations were made in each classroom. The non-participant observers continued to observe the same pair of classrooms (see Observation Schedule). After the ninth observation, the non-participant observers were interviewed to provide post-observation description of the classroom environments and each teacher's teaching and distraction-coping style.

THE NATURE OF THE DATA SOURCES

Beside collecting information to document the kinds and frequency of distractions and coping techniques, the observers sought to collect data indicating the relative effectiveness of the various distraction-coping linkages. The three outcome indicators on which data were collected were TIME, FLOW, and ELIMINATION. The means of assessing the three indicators is described below and illustrated in Figure 3.

TO ASSESS TIME

The two non-participant observers and the participant observer (classroom teacher) collected time-related data. One non-participant observer used a quantitative checklist to collect data documenting the frequency and types of distractions and coping techniques, as well as rating the amount of instructional time lost due to the distractions and the coping techniques utilized. The other non-participant observer maintained descriptive protocols* to illustrate instances in which the teacher and/or students were taken off task. After each observation, the participant observer described events which were major distractions and provided a subjective assessment of the amount of instructional time lost due to distractions for that observational interval. These data were reported in the Teacher Daily Response Form (See Teacher Case Studies and Evolution of the Study Report).

TO ASSESS INSTRUCTIONAL FLOW

The quantitative non-participant observer collected data to indicate the degree instructional activities were interrupted. The ethnographic observer dictated on cassette audio tapes descriptions of the breaks in the flow of instruction. These descriptive protocols illustrated the classroom teacher's actions, as well as subsequent student activities. The classroom

*The term, protocol, is used to identify typed transcripts of an ethnographer's narrative description of classroom interactions.

teacher augmented the other two observers' data with subjective impressions of how disruptive the day's distractions had been to her intended lesson.

TO ASSESS THE ELIMINATION OF THE DISTRACTION

Ratings of the degree distractions had been eliminated were provided by the quantitative observer. As before, the ethnographic observer described the context of the distractions and their elimination. Daily, the classroom teacher described a coping technique which she believed was especially effective.

(Please see the Data Collection General Schema sheet which follows)

TRAINING OF NON-PARTICIPANT OBSERVERS

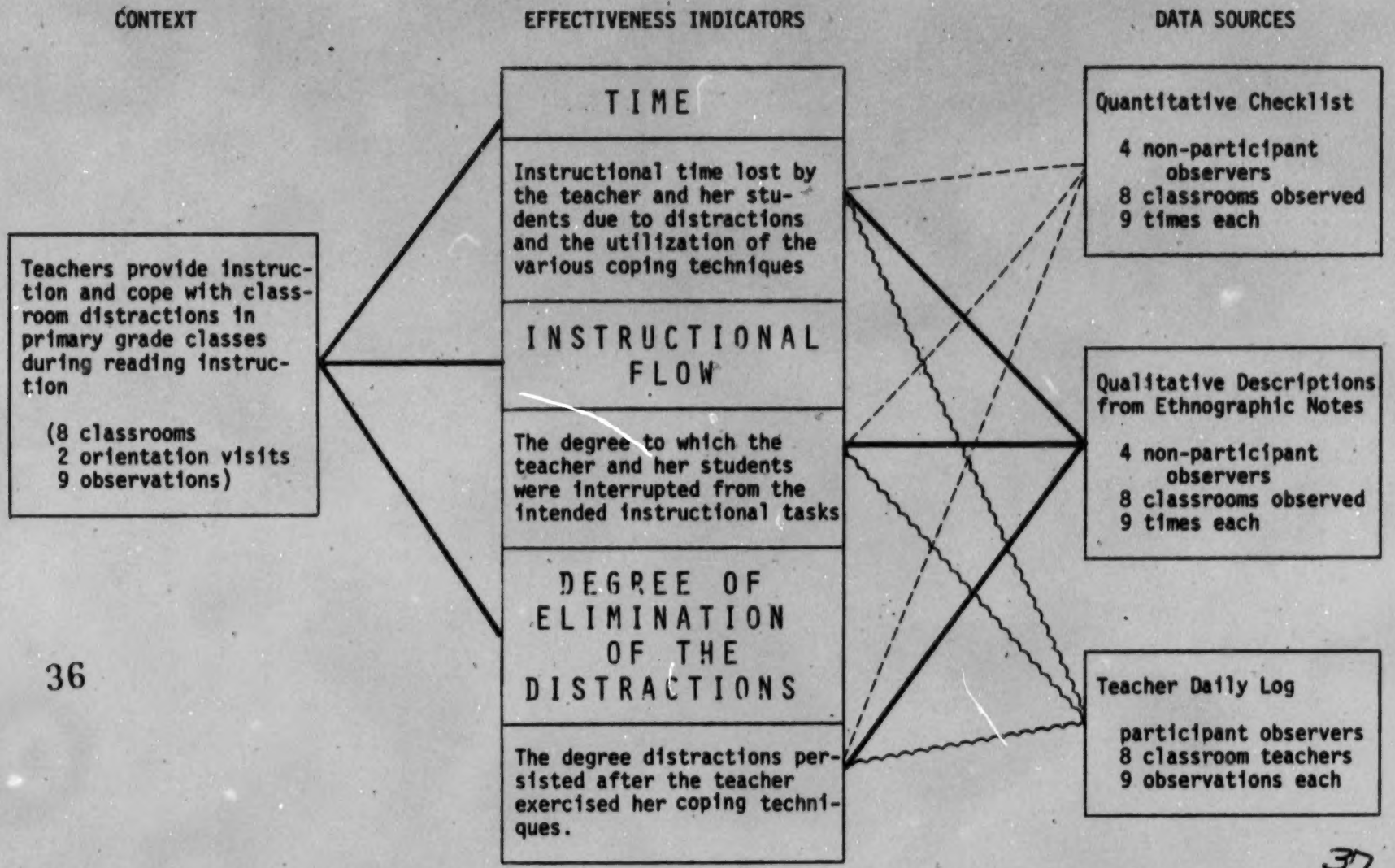
The training of observers was presented in four phases. They were: (1) orientation of the concept of IR & DT and the question under investigation, (2) training, including practice with television video tapes of classroom activities, (3) training, including practice in classrooms, and (4) summary and a reliability check.

During the first phase, the eight observers were informed of the theory of the IR & DT process; had the research question clarified; were given an overview of the two types of observations which were to occur (quantitative and ethnographic); and were given a brief opportunity to practice both kinds of observation using video tapes. At the end of this phase, four were identified to function as quantitative and four as ethnographic observers.

The primary purposes of the second phase were to provide the observers opportunities to practice the observational techniques they were taught and to clarify the data collect processes. Typically, the training sequence went as follows: Each observational group (quantitative or qualitative)

FIGURE 3

DATA COLLECTION GENERAL SCHEMA


CONTEXT
EFFECTIVENESS INDICATORS
DATA SOURCES
Teachers provide instruction and cope with classroom distractions in primary grade classes during reading instruction
(8 classrooms
2 orientation visits
9 observations)
TIME
Instructional time lost by the teacher and her students due to distractions and the utilization of the various coping techniques
INSTRUCTIONAL FLOW
The degree to which the teacher and her students were interrupted from the intended instructional tasks
DEGREE OF ELIMINATION OF THE DISTRACTIONS
The degree distractions persisted after the teacher exercised her coping techniques.
Quantitative Checklist
4 non-participant observers
8 classrooms observed
9 times each
Qualitative Descriptions from Ethnographic Notes
4 non-participant observers
8 classrooms observed
9 times each
Teacher Daily Log
participant observers
8 classroom teachers
9 observations each

received separate instruction; everyone viewed the same video tape; the groups separated again to practice recording the data; and then finally they interactively discussed the observation. The two groups observed three video tapes which ranged from about two minutes to five minutes. Before and after each video tape, additional observational techniques were taught and clarified.

The use of the video tapes permitted the opportunity to control the complexity of the observation, as well as allowing an "instant replay" for follow-up clarification. One disadvantage of the video tapes was that they restricted the observers' range of observation to only the camera angle. During the third phase of the observational training, the observational teams collected data in "live" classroom environments on three occasions.

The first encounter with live environments was twenty minutes. Each of the last two observations were 40 minutes long. The observers used a remote microphone and tape recording capability during their last two practice observations. As a pair of observers entered a classroom they simply provided the small microphone to the teacher. The radio-cassette recorder was placed inconspicuously out of the way. After the teacher clipped the microphone on her clothing, the two observers visually clued each other to start the observation and the tape recorder.

Each day, after collecting the observational data, the eight observers returned to a classroom used for the observational training. At this time, the observers practiced their data reduction techniques. Typically, each ethnographic observer embellished her shorthand notes -- sometimes listening to the teacher-voice tape to clarify direct quotes -- and then she tape recorded her entire observation on a cassette tape. The ethnographic tapes were transcribed for the final practice observation.

The four quantitative observers coded each distraction and each coping technique which they had noted on their data collection sheets. They practiced transforming these data and the effectiveness ratings for TIME, FLOW and ELIMINATION to computer mark-sensed cards.

To check inter-rater reliability, a video tape of a classroom observation was prepared. Many varied distractions were edited into the portion of the video tape shown to the observers. Under conditions similar to how the observations occurred (e.g., using the remote microphones, using data collecting forms, no interaction during the observation), the four teams observed a ten-minute video tape. After the observation, normal data recording procedures were followed. The ethnographic observers embellished their shorthand notes and then tape recorded them. The quantitative observers coded the distractions and coding techniques which they had observed. These codes, plus the ratings of effectiveness for TIME, FLOW and ELIMINATION were marked on the computer cards.

The researcher and the trainer/developer identified eight major distractive events which they believed should be recorded by both quantitative and ethnographic observers. Two of the quantitative observers recorded eight of the eight major distractions, while each of the other two quantitative observers' checklist noted six of the eight events. There were some errors in attaching a correct distraction or coping-technique code to the events noted. This fact was illustrated by nine coding errors from the set of 56 identified.

Similar to the quantitative observers, the ethnographic observers described, on the average, six of the eight major distraction events. Additional minor distractions were noted by both ethnographic and quantitative observers. (A table displaying the results of the reliability test for each ethnographic and quantitative observer may be found in Appendix F, page 179).

As a result of recommendations made by the eight observers, and the preliminary results of the reliability tests, it was decided that the observational trainers (the researcher and the trainer/developer) would be present during the data collection phase of the study to provide clarification and uniformity in coding.

Each of the eight observers participated in all four phases of observational training. In addition, each had an opportunity to orient herself to the teachers, students, and classroom environments in which the data were collected before formal data collection began.

DATA REDUCTION

As noted in earlier sections of this paper, this investigation incorporated both quantitative and ethnographic-descriptive data. The quantitative data included frequency counts of distractions, corresponding coping techniques, and ratings of the effectiveness of the distraction-coping linkages. The ethnographic data included descriptive protocols from the non-participant observer and the classroom teacher.

Quantitative Data

Computer programs were written to facilitate and expedite the reduction of the quantitative data. Data were transformed from the observational forms to mark-sensed cards and then input to the computer. For each observation, an Event Map was printed by the computer. This display provided the observers the opportunity to validate that the data had been correctly input to the computer memory (see Figure 4).

FIGURE 4

EVENT MAP

Teacher code: A

Observation #1

EVENT #	TIME	GROUP	DISTRACTION CODE	COPING CODE	EFFECTIVENESS TIME	EFFECTIVENESS FLOW	EFFECTIVENESS ELIMINATION
1	1	L	12	25	1	1	1
2	3	L	23	34	5	3	1
3	5	T	12	17	1	2	1
4	6	S	31	34	5	2	1
5	7	S	11	11	1	2	2
6	8	S	14	12	2	2	1
7	8	S	12	11	1	2	1
8	9	S	14	12	2	2	1
9	9	S	11	12	1	2	1
10	10	S	11	11	3	3	3
11	10	S	13	11	1	2	2
12	11	S	11	16	1	2	1
13	12	S	14	12	1	2	1
14	14	S	11	23	1	2	1
15	15	S	16	23	1	2	1
16	15	S	11	12	1	2	1
17	16	S	13	16	2	3	1
18	17	S	13	16	2	2	1
19	18	S	15	11	2	2	1
20	19	S	11	12	2	2	1
21	19	S	14	12	1	2	1
22	20	S	12	11	1	2	1
23	21	S	16	12	1	2	1
24	21	S	16	14	1	2	1
24	21	S	16	12	1	2	1
25	22	S	18	27	2	2	1
26	23	S	11	11	1	2	1
27	24	S	15	23	1	2	1
28	25	S	11	11	1	2	1
29	26	T	16	15	1	2	1
30	28	T	13	11	1	2	1
31	29	T	13	11	1	2	1
32	30	T	15	11	1	2	1
33	31	S	12	17	1	2	1
34	31	S	14	14	3	2	1
35	31	S	19	11	1	2	1

A variety of other computer programs were developed to assist in the reduction of the data. One important program was utilized for feedback to the study's participants (during Intervention), as well as for final data analysis. This program provided the following:

A list of the distractions which occurred

For each distraction, the set of coping strategies utilized to resolve the disruptive event, and

For each distraction-coping linkage, histograms illustrating the effectiveness of the coping strategy displayed ("TIME" expended by the distraction and resolution of the distraction; the degree of interruption of the "FLOW" of instruction; and the degree of "ELIMINATION" of the distraction)

(A sample of histogram printout is provided in Figure 5)

Ethnographic Data

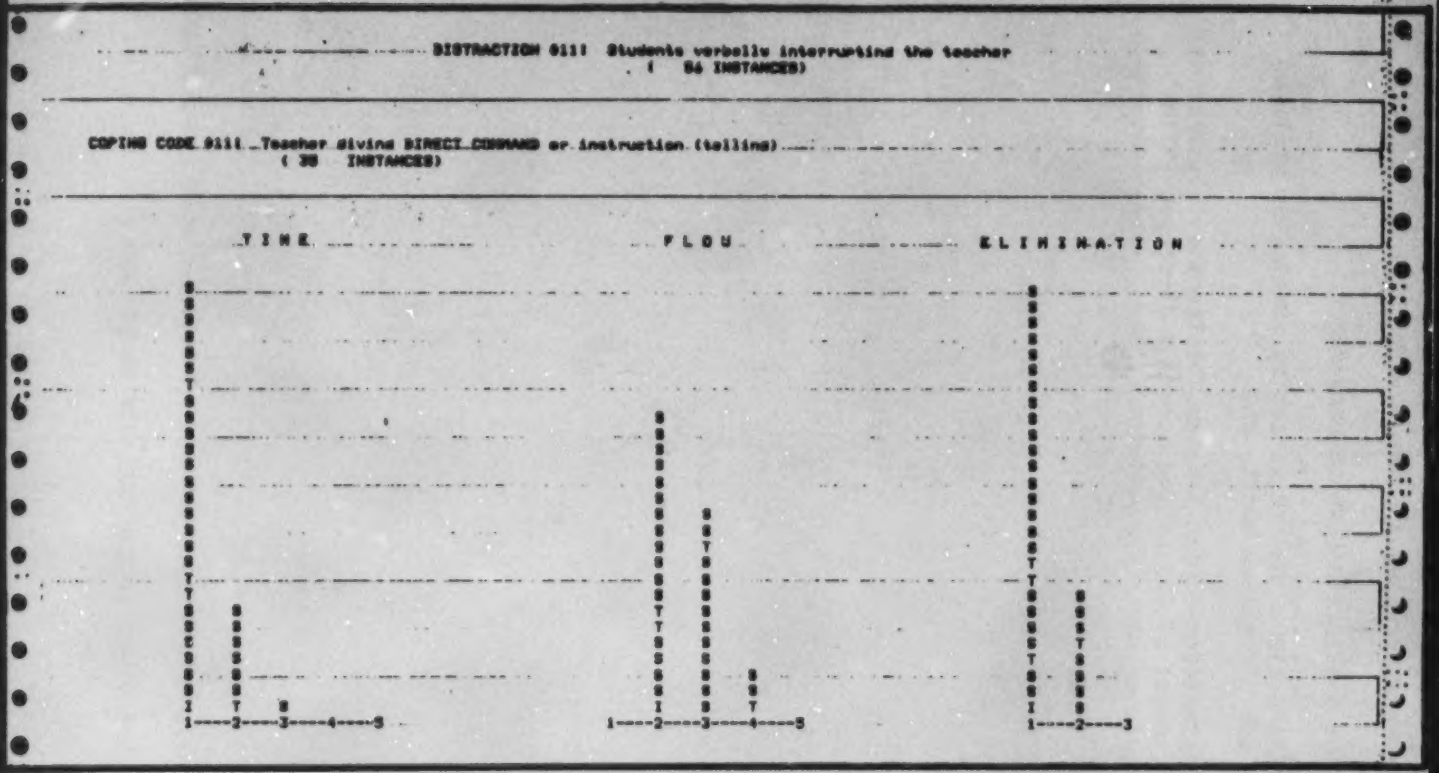
After each observation, the ethnographic observers recorded their observations on audio tapes. These tapes were transcribed and returned to the observers for editing within a week.

A two-page sample follows. These two pages illustrate the detailed information collected in Teacher B's classroom during the fifth observation. The "T's" in the left margin area indicate the minute of the observation in which the events occurred. Hence, this sample is for approximately the first 15 minutes, or so.

The ethnographic notes for the nine observations, the descriptions of classroom context, and the teachers' responses to their daily log were systematically placed in a three ring binder for each of the eight teachers. Cross-referencing between the quantitative and ethnographic data was thereby simplified. The two data dimensions (quantitative and ethnographic) provided complementary perspectives throughout data reduction.

Figure 5

SAMPLE OF COMPUTER PRINTOUT
OF "TIME", "FLOW" AND "ELIMINATION" HISTOGRAMS



1 = LESS THAN 5 SECONDS
2 = 6 - 10 SECONDS
3 = 11 - 20 SECONDS
4 = 21 - 40 SECONDS
5 = MORE THAN 40 SECONDS

CODE: I=INDIVIDUALIZED INSTRUCTION
S=SMALL GROUP
L=LARGE GROUP
T=TRANSITIONAL TIME

1 = NO APPARENT BREAK IN THE INSTRUCTIONAL FLOW (DISTRACTION IGNORED)
2 = DISTRACTION MAINLY TO TEACHER; DOESN'T BOTHER STUDENTS
3 = MINOR DISTRACTION TO BOTH TEACHER AND MOST STUDENTS IN THE GROUP
4 = INSTRUCTION DISRUPTED, BUT TEACHER BRINGS THE GROUP BACK
5 = INSTRUCTION COMPLETELY DISRUPTED; VERY DIFFICULT OR NOT POSSIBLE TO BRING THE GROUP BACK TO TASK

1 = APPARENT ELIMINATION OF DISTRACTION
2 = DISTRACTION CONTINUES AT A REDUCED (ACCEPTABLE) LEVEL
3 = DISTRACTION CONTINUES AND TEACHER USES ANOTHER TECHNIQUE

Teacher Number:
Student Number:
Date of Observation:
Researcher Number:
Protocol Number:

Ethnographic Sample
Teacher B's classroom

Visit #5

T. 8:58 a.m.

As we enter the classroom the reading group is already forming at the front of the class. We sit down and begin The group is now formed, there are four children in the group. One girl and three boys. The teacher tells them that they are going to play the "off the bus" game so the children all sit on the floor. The teacher holds up cards and as the children read the card correctly they get to sit back in their chairs. Greg talks out on Kevin's turn and then another child says the word that the teacher is holding up. When Kevin finally reads the word correctly the teacher says, "Some kind of took you turn to think," as she puts the card away. The teacher then goes over the TH sound on the board and tells Kevin that he can get on the bus. Harold is talking as the teacher is going over the TH sound and the teacher turns around and says, "Slow down Harold." The teacher then puts her finger to her mouth and says shush to all of the children. She asks Ona to straighten up in her chair, Ona has been leaning her chair forward. A couple of the boys look around at me and the teacher says, "Gentlemen, you've seen these ladies before, keep your attention here." She is referring

T. 4 '

to the front of the group. The children at the art table are very noisy. Mr. Mann is over there helping them. The first group is still working on yesterday's project painting their flowers with water colors. The reading group has finished the "on the bus game" and the teacher says that they are now going to play the train game, and take the train to Del Mar, they will need two tickets," she says. Harold objects to this and the teacher repeats firmly, "Harold, two tickets." Greg is leaning in his chair and Ona is rocking her chair back and forth. Kevin is slouched down. The teacher holds word cards up and the children go over the words. If they read the word correctly they get to stand behind the chairs and form a train. Harold reads his word correctly and is the first one and he stands behind Ona. The other three children read their words and they finally have formed a train. They then disagree about where the front of the train is, the teacher says that Ona is the caboose, she was the last one to say her word and Harold is the Engine. They then walk around as a train as the teacher sings a train song. All the children seem to enjoy it. Nobody fools around, they just walk around as a train, chugging along. As the children are sitting down Natalie comes up with a question for the teacher. As the teacher is answering her the other children are arguing about something as they are opening their books. Natalie leaves the group and the teacher then asks them if they

T. 10'

all have their books open and make sure that they all have a marker. They then begin to go over the story in their books. Harold says, "We've got a new word." The teacher says, "No, it's not a new word, you have read it before." The teacher then asks them to read their books to themselves, and Kevin puts his book close to his face. The teacher reaches over and pulls his book down and says that she would like his book down here as she places it in

Teacher Number:
Student Number:
Date of Observation:
Researcher Number:
Protocol Number:

his lap and says, "That way I can see if you are reading."
N.L. 2
As Harold finishes reading his book he looks over to the lab and talks to two boys that are there. The teachers reaches over, touches his arm and says, "Harold, don't talk to them, mind your own business." She then asks Ona to read as the other children have finished reading to themselves also. She tells Ona to read loud enough for Harold to hear. Harold is at the opposite end of the semicircle. As Ona continues, Harold plays with the corner of his page not really following along in the book. The teacher noticing this then asks him to read the next page and says, "Are you in the right place?" Harold finds the right place and begins reading. The teacher then motions to Natalie who is at the reading lab that the tape is too loud. Natalie has earphones on and shouts very loudly, "It's too loud." The group continues reading in the book and then going over the story. The teacher asks Harold to continue reading. Harold begins and then stops and says, leaning to his left side, away from Kevin, "Stop leaning on me Kevin." Kevin says, "Just go ahead and read." The teacher doesn't intervene at all. Harold then continues. The group then goes over the story when he is finished. The teacher then asks them to read to themselves and repeats, "I don't want to hear you, read to yourselves." Harold says, "No one is going to hear me." Mrs. Wiley has a group in the corner going over work with them. Mr. Mann is still at the art table. The art table has quieted down a little bit and the children that are working at their seats are working very quietly. Natalie talks loudly at the lab again about the story she is reading, repeating whatever is on the tape. She looks at the teacher as she does this and the teacher puts her finger to her mouth and says shush. Natalie smiles as she leans back in her chair and then she looks at me and smiles. There are three children at the lab, Natalie and two boys. After she has leaned back in her chair and smiled at both the teacher and myself she gets up and leaves the lab and goes over to the corner where there
T. 15 ' N.L. 1
are books and games. The teacher asks Kevin to read, and Harold starts reading. The teacher says, "Harold, it is not your turn," as she touches his book. Kevin begins reading. While he is reading Harold pulls on the teacher's arm. The teacher puts her hand up in a stop signal for Harold to stop talking. While the children are following in their books the teacher arranges their markers to make sure that they are in the right place and following along. When they have finished reading the story the teacher asks them to put their marker in the books and close them. She then starts going over some words that they have trouble with in the book. She writes them on the board. The children are still looking through their books. The teacher walks back from the board and takes each child's book individually and closes it and puts them under their chairs.

DISCUSSION OF FINDINGS

OVERVIEW

The description of the study's findings has been separated into several sections. The first three sections address general descriptive information relative to distractions, coping techniques and distraction-coping linkages, respectively. Review of the relative effectiveness of certain distraction-coping linkages, and an analysis of time lost due to distractions then follow. Differences between the coping techniques teachers used before and after the Intervention Phase are then discussed. A few remarks in the context of Level I and Level II teachers precede the last section of this chapter, Summary of Findings.

DISTRACTIONS

A distraction, for the purpose of this study, was defined as any event which takes the teacher and/or her students off the intended instructional task. The titles for the 29 distractions categories used for quantitative data collection are displayed in Figure 6. Major clustering of distraction categories are also illustrated in this diagram (e.g., Codes 11 through 19 are Student Generated Distractions).

During the 72 classroom observations (nine visits to each of eight classrooms), a total of 3062 distractions were coded by the quantitative observers. Although the frequency of distractions varied considerably from classroom to classroom, the existence of classroom distractions was well documented -- an average of over 40 distractions for each observation (approximately 58 minutes for each observation). In some classrooms, the distractions coded were occurring more frequently than one per minute. More specific data regarding frequency of occurrence, time lost, etc. are

FIGURE 6

DISTRACTIONS TO CLASSROOM INSTRUCTION

REGULARLY OCCURRING			IRREGULAR OCCURRING
STUDENT GENERATED	SCHOOL GENERATED	OUT-OF-SCHOOL GENERATED	WITHIN CLASSROOM
11. Students verbally interrupting the teacher	21. Sensory distractions	31. Pre-announced visitors	41. Unexpected visitors
12. Student seeking clarification	22. Student movement due to out-of-classroom activities/programs	32. Special project-related activities (testing, recordkeeping)	42. Communications to the teacher
13. Student-student interactions which are disruptive	23. Clarification of instruction needed by others (non-students)	39. Other	43. Unexpected arrival or departure of students
14. General student noise	24. School management-related activities		44. Misc. student problems
15. Students not concentrating on classroom activities (not on task)	25. Teacher creates distraction		49. Other
16. Student's physical position or location	29. Other		OUT-OF-CLASSROOM
17. Student intentionally attempting to disrupt instruction or challenge rules			51. Upset parent visit
18. Physical disorders to the classroom environment or to students			52. Last moment activities (field trip, assembly, etc.)
19. Other			53. Speakers
			54. School photographs
			55. Student elections
			59. Other

provided in other sections of this chapter. The remainder of this section describes the kinds of distractions which occurred, with ethnographic excerpts included (in italics print) to illustrate them.

Table 1 contains data to illustrate the occurrence of distractions. Data are provided for each teacher (e.g., A,B,C), both levels of teachers, and for all teachers combined. Only those distractions which occurred at least one percent of the total are displayed. All distractions are accounted for in the sub total categories which are presented (e.g., "Sub Total 21-29" includes all School Generated Distractions)

The specific distractions which occurred most frequently were Distractions #11, #13, #14, #15 and #16. The percentages of occurrence of the various distractions are illustrated by Figure 7.

Distraction #11, STUDENTS VERBALLY INTERRUPTING THE TEACHER, accounted for nearly one-quarter of the distractions (24.7 percent). This was a common distraction in each teacher's classroom (see the appropriate column, "11" in Table 1). This category included students seeking clarification of assignment, students seeking approval, students telling of other students bothering them, and a variety of student-generated questions (examples of the kinds of events which were coded for each distraction category are contained in Appendix F).

An example from the ethnographic notes illustrates one occurrence of Distraction #11:

> *Alice who was out of the class when she [the teacher] gave the art assignment, comes up and asks what she should be doing. The teacher tells her that someone at the table can help her, that she understands that she was out of the room when she gave the directions... Alice again comes up and asks about the art assignment. The teacher looks over at the art table and says, "Terri and Larry will you please tell the girls who weren't here what to do for their art project?"*

TABLE 1

PERCENTAGE OF DISTRACTIONS OCCURRING* BY TEACHER, LEVEL AND COMBINED

OBSERVATIONS 1-9

TEACHER / GROUP (#)	DISTRACTIONS																	
	STUDENT GENERATED									SCHOOL GENERATED		IRREGULAR OCCURRING		SUB TOTAL	SUB TOTAL	SUB TOTAL	SUB TOTAL	SUB TOTAL
	11	12	13	14	15	16	17	18	19	21	25	41	42	11-19	21-29	31-39	41-49	51-59
A (535)	15.7	3.7	14.4	15.5	13.6	21.5	1.3	3.7	9.3	3.7	2.4	1.9	.4	90.5	4.7	.4	4.5	.0
B (350)	30.9	3.4	14.0	6.6	20.9	10.3	.3	2.6	.8	.0	3.1	.6	2.3	89.7	6.6	.0	3.8	.0
C (269)	28.3	3.7	12.2	4.1	16.7	13.4	5.6	4.8	.0	.7	4.5	.4	2.2	88.8	6.3	1.1	3.7	.0
D (339)	30.4	1.8	9.4	7.4	11.8	10.6	.9	.5	.0	7.4	4.7	2.7	6.5	77.3	12.4	.0	10.1	.3
LEVEL I (1493)	24.8	3.2	12.8	9.5	15.4	14.9	1.7	4.0	.5	1.9	3.5	1.5	2.5	87.0	7.2	.3	5.4	.1
W (547)	18.6	3.8	15.5	17.4	15.2	15.2	4.4	3.1	.7	.0	1.8	2.0	.0	94.0	3.5	.4	2.2	.0
X (450)	31.1	2.4	15.1	8.2	16.9	11.1	.4	2.2	.7	.0	7.8	.9	1.1	88.2	9.1	.0	2.7	.0
Y (246)	21.1	.8	22.0	13.0	16.7	4.1	7.7	6.5	.0	.0	.8	.4	.8	91.9	3.7	1.2	3.2	.0
Z (326)	27.6	3.4	6.7	2.5	19.9	23.3	.3	2.8	4.0	1.8	3.7	.3	1.5	90.5	6.4	.3	2.7	.0
LEVEL II (1569)	24.5	2.9	14.6	11.0	16.9	14.0	2.9	3.3	1.3	.4	3.8	1.1	.8	91.3	5.7	.4	2.6	.0
ALL TEACHERS COMBINED (3062)	24.7	3.0	13.8	10.3	16.3	14.5	2.4	3.6	.9	1.1	3.6	1.3	1.6	89.2	6.4	.4	4.0	.0

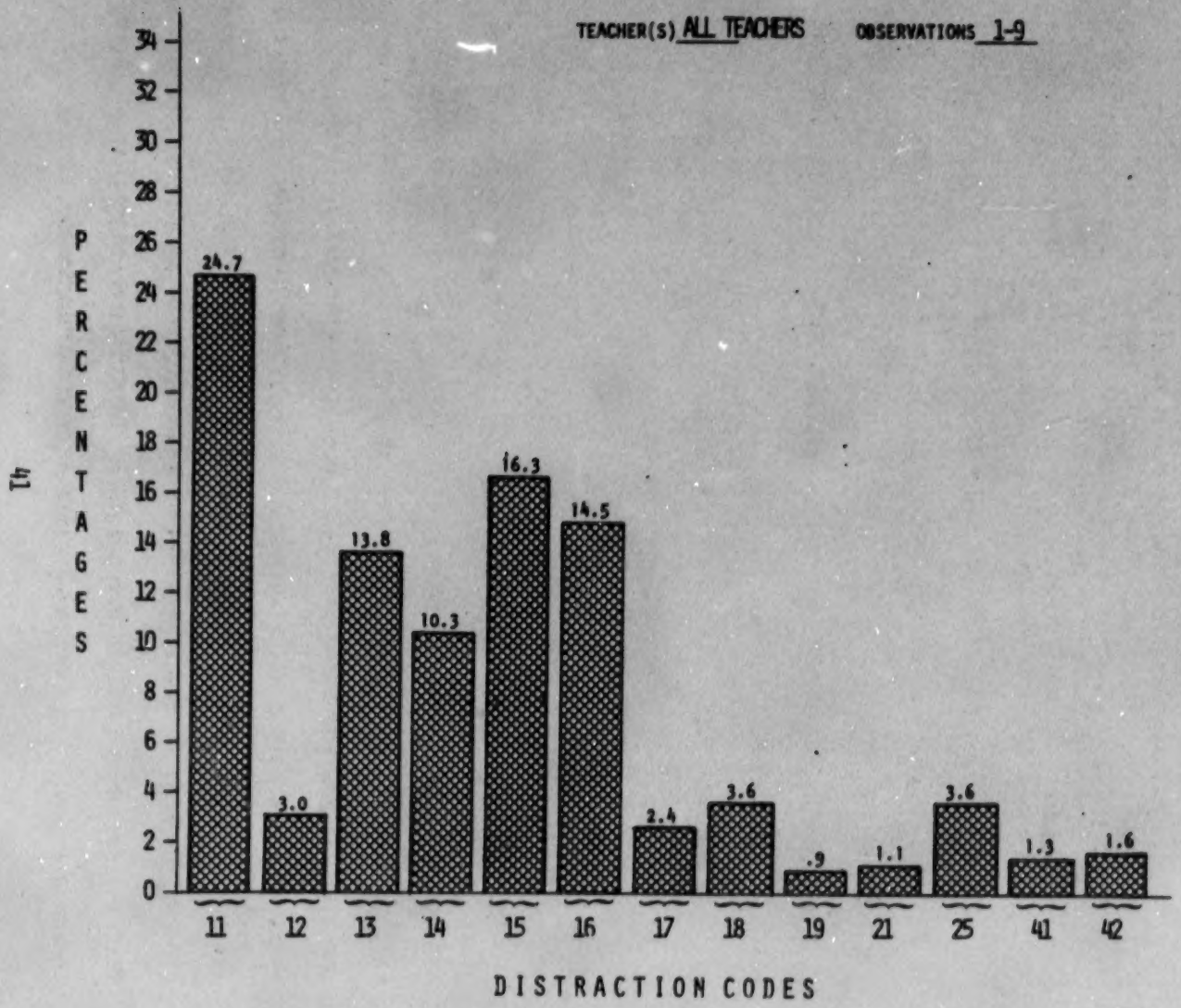
(#) = The number of distractions for that specific teacher or group.

*Only those distractions which accounted for at least one percent of the total are displayed.

FIGURE 7

DISTRACTION PROFILE

TEACHER(S) ALL TEACHERS OBSERVATIONS 1-9



DISTRACTION CODES

11. STUDENTS VERBALLY INTERRUPTING THE TEACHER
12. STUDENT SEEKING CLARIFICATION
13. STUDENT-STUDENT INTERACTIONS WHICH ARE DISRUPTIVE
14. GENERAL STUDENT NOISE
15. STUDENTS NOT CONCENTRATING ON CLASSROOM ACTIVITIES (NOT ON TASK)
16. STUDENT'S PHYSICAL POSITION OR LOCATION
17. STUDENT INTENTIONALLY ATTEMPTING TO DISRUPT INSTRUCTION OR CHALLENGE RULES
18. PHYSICAL DISORDERS TO THE CLASSROOM ENVIRONMENT OR TO STUDENTS
19. OTHER (STUDENT GENERATED)
21. SENSORY DISTRACTIONS
25. TEACHER CREATES DISTRACTION
41. UNEXPECTED VISITORS
42. COMMUNICATIONS TO THE TEACHER

Another example of Distraction #11 follows:

> *Mary comes up to the teacher [at the reading circle] and asks "What's this?" showing the teacher her paper. She goes back to her seat and returns immediately asking another question. The group continues with their flashcard work. Mary asks another question about the picture. The teacher tells her, "It is treasure." Mary returns and asks another question. The teacher tells her it is a trailer or tractor. Mary comes and asks a third question. The teacher says, "Then don't circle them, go on to the next one. Sit down." Aide #2 comes by the circle and sharpens her pencil at the pencil sharpener. Mary asks, "What's this?" The teacher says, "A stool." The group at the circle is having trouble using the vocabulary words in sentences. Mary comes back again and asks, "What's this?" The teacher answers, "Stairs," and says, "Mary, you have a hand. Use it."*

Distractions #13, #14, #15 and #16 occurred regularly (13.8, 10.3, 16.3, and 14.5 percentages, respectively), but not nearly as frequent as Distraction #11.

A common example of Distraction #13, STUDENT-STUDENT INTERACTIONS WHICH ARE DISRUPTIVE, follows:

> *They have finished with the sequence cards and the teacher says, "Would you stack your three cards." They seem to have trouble doing this and are talking to each other about the right way to do it. The teacher says, "Let's put those voices inside of us. Debra did you hear what I said?" Robert is hitting Lilly with the card. The teacher says, "Let's quietly open your books."*

Most of the distractions of this category occurred away from the teacher and the students she was working with. Table 1 contains data relevant to Distraction #13 which indicate that this distraction did not occur (or at least was not coded as a distraction) as frequently in the classrooms of Teachers D and Z (9.4 and 6.7 percent, respectively). These two teachers both taught in open-environment classrooms. The reduced percentage of occurrence of Distraction #13 in these classrooms was attributed to the fact (conjectured by these two teachers) that in open-environment classrooms teachers expect (or tolerate) certain disruptive actions. By the study's

definition of distraction, since these events did not alter the teacher's intended action(s) they were not coded as distractions. That is, for an event to be coded as a distraction it had to impact the intended course of events -- not just be noisy, etc.

Distraction #14, GENERAL STUDENT NOISE, occurred more frequently in kindergarten classrooms (Teachers A & W) than the other classrooms (15.5 and 17.4 percent, respectively). The spontaneous nature of young kindergarten students partially accounted for the higher percentages. An alternate hypothesis is that these two teachers were sensitive to general room noise and frequently called the students' attention to the noise level for the purpose of socializing the children to acceptable classroom environmental conditions. An example of a kindergarten classroom Distraction #14, illustrating the socializing dimension, follows:

> *It's transition time. The teacher continues to go to individual children to ask them to clean up. The noise level is up. The aide says, "Shh." The teacher goes to the front and plays the xylophone. It gets a little bit quieter in the room and then she plays it louder and it gets very quiet.*

STUDENTS NOT CONCENTRATING ON CLASSROOM ACTIVITIES, Distraction #15, was the second most common distraction category in this study (16.3 percent). It was a regular distraction in all eight classrooms. A classic example of Distraction #15 occurred during a testing situation:

> *The teacher has a stack of test booklets on her lap. She turns each booklet to the correct page and puts the child's name on it. Then she hands them to the students. She gives them some directions as they receive their booklets. Then she tells them to just set them on their laps. "All we are going to do is put X's on the pictures. We will do the first one together and I will help you." She says, "Michael, turn around and look at the pictures. The teacher reads the directions and the examples of unfinished sentences. They are to put X's on the correct possibilities. She calls a tutor who has entered the room to come to her and asks her to work with Elaine today. Elaine leaves the circle with the tutor. They begin the test. She tells them what the pictures are and then reads the sentence for them to complete. She says, "Turn around and stay that way," to David. The teacher looks up at the class and says, "Manuel,*

you are being too loud." The test goes on at the circle. The teacher says, "Flip your book over so you see all the letters," and they do the example together on the next page. David is turned around giggling. The teacher says, "David, do you know why you're turned that way? So you won't turn around." Michael says to the teacher, "How come you're not doing it?" The teacher says, "Because I don't need to do it, I have to read you these." A girl comes to the circle and asks permission to go to the bathroom. The teacher nods. The teacher says, "Frank, turn around." To Michael, who is tilted back in his chair, the teacher says, "Keep the chair down." David is turned around giggling and looking at Frank. The teacher says to turn their books to page four, they will see some more letters and they will do the work on this page. She says, "Very good, good listeners."

The last distraction to be illustrated in this section is Distraction #16, STUDENT'S PHYSICAL POSITION OR LOCATION. The percentages of occurrence were largest in Teacher Z's classroom (a crowded loft classroom environment) and smallest in Teacher Y's classroom. Teacher Z's classroom was one-third of an open loft (a large room without separating walls; bookshelves and tables functioned to physically separate the area into "three classrooms."). Opportunities for students to be out-of-place were many and were very noticeable to the teacher.

The infrequent coding of Distraction #16 in Teacher Y's classroom (4.1 percent) illustrated teacher use of an aide. Since the aide was responsible for students' general actions while the teacher was working with the reading group, Distraction #16 did not distract Teacher Y much. (This is actually a preventative coping technique, Coping Technique #34.)

A brief excerpt illustrating Distraction #16 follows:

As the children are doing their work the teacher raises her voice as she looks over at Nancy in the fun center and says, "Please, Nancy, take your seat and do your seat work. You are not to play with the clock until you've finished all your seat work. I'm going to put your name on the board." She then repeats, "Please take your seat."

The previous five distraction categories accounted for a large portion of the total set of distractions, but obviously a wide variety of others also occurred.

Reviewing the sub-total information contained in Table 1, the finding that 89.2 percent of the distractions were Student Generated (codes 11 through 19) is conspicuous. School Generated Distractions (codes 21-29) accounted for 6.4 percent, and other irregular occurring distractions accounted for the remaining 4.4 percent. Examples of School Generated Distractions are fire drills, gardening activities, counselors or administrators coming into the classroom, etc. Appendix F contains many other illustrations.

During a data review session with the IR & DT teachers some additional findings were presented (which are not illustrated by the quantitative data summarized in Table 1). These teachers had reviewed their quantitative and ethnographic data extensively. Hence, their conclusions were based on data findings, not their opinions.

The IR & DT teachers found that the majority of distractions in each of their classrooms could be attributed to three or four students. A sampling of ethnographic notes provided data which illustrated that one student accounted for nearly 30 percent of the distractions in his classroom.

Two other findings surprised the teachers -- relative to their pre-study opinions. One finding related to the fact that the proportion of distractions was so small for School Generated Distractions. The other "surprise" was the similarity of distractions in primary grade-level classrooms. Both of these two findings were analyzed in further detail and are discussed below.

With respect to the lower-than-expected occurrence of School Generated Distractions a few reasons for the "surprise" evolved from the IR & DT group. One was that site administrators attempted to not cause interruptions during the "academic times of the day" (e.g., reading and math usually were taught in the a.m. while students were fresh). A second reason discussed was that School Generated Distractions stood out more in the teachers' minds because

the interruptions were so unusual (e.g., fire drill). A third reason was that Student Generated Distractions were frequently brief, and the School Generated Distractions took more time. An analysis of the quantitative data supported this finding.

Figure Set 8 illustrates data relevant to this finding. Aggregating data for all Student Generated Distractions (frequency, 2731) and School Generated Distractions (197), and then displaying the time ratings for these events, provides the histograms in Figure Set 8. The rating codes are defined below the histograms. Using a mid-range estimate for each rating (e.g., Rating 1 = less than 5 seconds, mid-range estimate is three seconds, Rating 2 = 6 to 10 seconds, mid-range estimate is eight seconds), School Generated Distractions take nearly twice as much time as Student Generated Distractions (15.6 seconds vs. 9.0 seconds). Actually, the time estimate for the school-based distractions is low, because some of the Rating 5 events actually took several minutes to resolve (mid-range estimate for a Rating 5 was only 60 seconds).

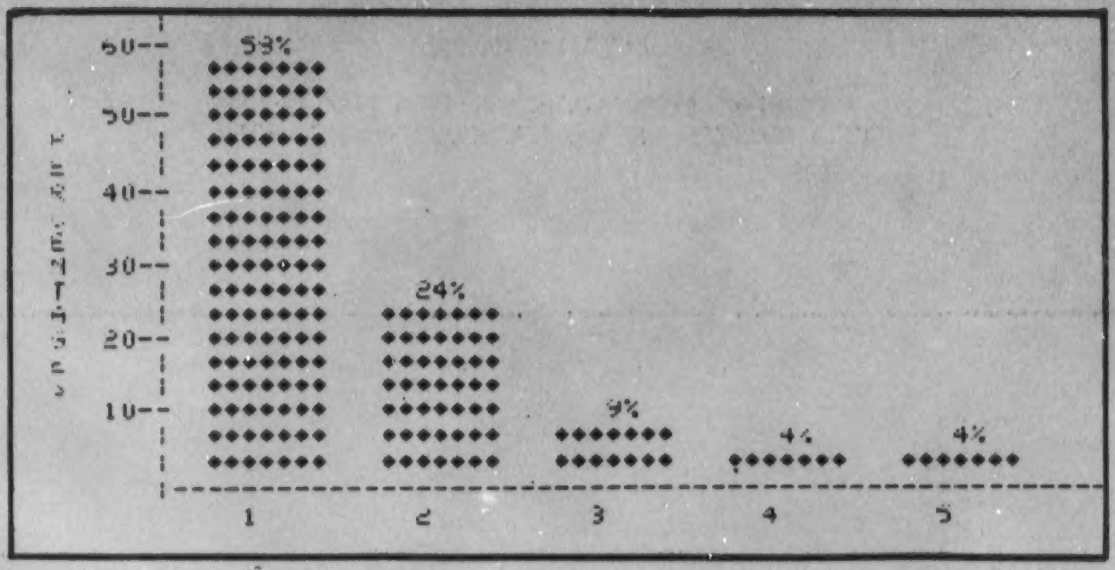
The finding regarding the similarity of distractions in primary grade level classrooms can be illustrated in different ways. Table 1 provides data to illustrate the finding (but it is admittedly difficult to review such a numerical display). Another source to illustrate the distraction similarities may be found in the appendices of this document. Appendices B, C, D and E provided a variety of data by grade-level counterparts. If the reader were to look at the two Distraction Profiles for the two kindergarten teachers (pages 132 and 133) the similarities are graphically illustrated.

For the statistically-inclined reader, Table 2 is provided. Correlations between the percentages of occurrence for each possible distraction (for all eight teachers and the aggregated total) are displayed in this

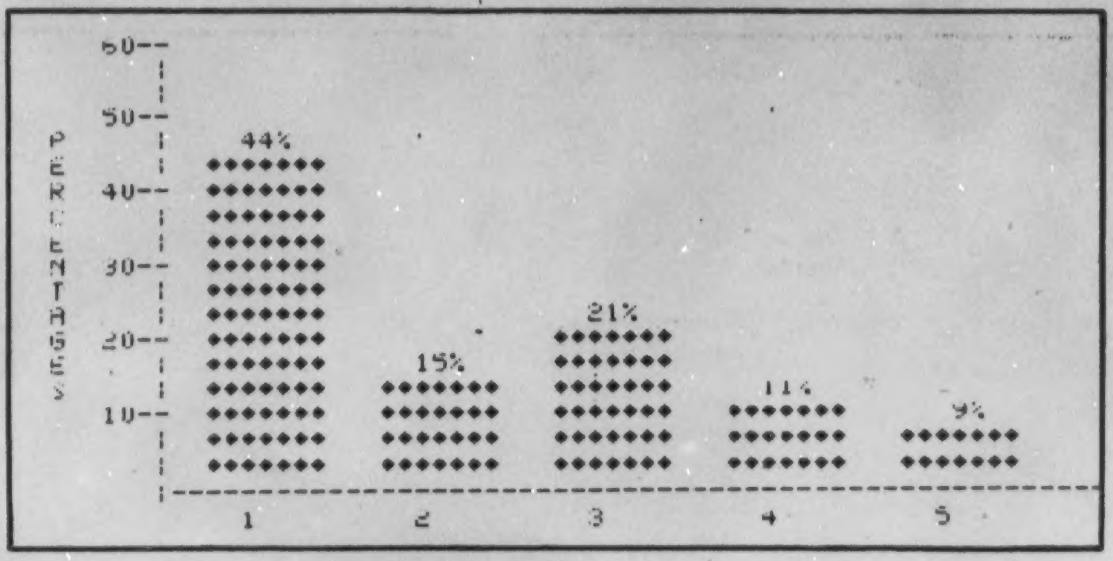
FIGURE SET 8

CONTRAST OF TIME RATINGS FOR "STUDENT GENERATED" vs "SCHOOL GENERATED" DISTRACTIONS

"TIME" RATINGS FOR STUDENT GENERATED DISTRACTIONS



"TIME" RATINGS FOR SCHOOL GENERATED DISTRACTIONS



CODE: 1 = LESS THAN 5 SECONDS
2 = 6 - 10 SECONDS
3 = 11 - 20 SECONDS
4 = 21 - 40 SECONDS
5 = MORE THAN 40 SECONDS

TABLE 2

CORRELATION MATRIX

PERCENTAGE OF OCCURRENCE OF 23 DISTRACTIONS FOR 8 TEACHERS AND ALL TEACHERS' COMBINED TOTAL

	A	B	C	D	W	X	Y	Z
A	1.000							
B	0.738	1.000						
C	0.724	0.970	1.000					
D	0.671	0.924	0.921	1.000				
W	0.886	0.857	0.850	0.783	1.000			
X	0.748	0.981	0.967	0.937	0.869	1.000		
Y	0.692	0.860	0.838	0.746	0.885	0.859	1.000	
Z	0.788	0.900	0.927	0.862	0.794	0.885	0.647	1.000
T	0.842	0.967	0.966	0.913	0.946	0.972	0.879	0.916

CODE: A = Teacher A
B = Teacher B
Etc.
T = Total (Composite total of all eight teachers' distraction percentages)

table. Briefly, it can be concluded from these data that the percentage of occurrence of distractions is similar across the classrooms in question. An additional advantage of the data display is that it illustrates that the percentage of Teacher A's distractions correlate most highly with Teacher W's (r = .886). Both A and W are kindergarten teachers. Teacher B's data correlates highest with Teacher X's (r = .981); both first grade teachers. This grade level pattern does not continue for grade level counterparts C & Y (probably due to Y's extensive use of her aide). Regardless, the finding is well illustrated. Similar distractions occurred in kindergarten classroom, first grade classrooms, etc. and for the total set of classrooms (T).

In summary of this Distraction Section, the following findings* have been noted:

> Many distractions occurred in primary grade classrooms during reading instruction. Nearly one distraction occurred per minute of instruction.
>
> Distractions were mainly from Student Generated sources (89.2%) as opposed to School Generated (6.4%) -- although a School Generated Distraction typically took more time.
>
> Distraction Profiles were similar for primary grade level classrooms; especially true for grade level counterparts.
>
> A few children (typically 3 or 4 per classroom) accounted for the majority of distractions in those classrooms.

*There are many additional findings which are embedded in the data of this study. The writer of this document has chosen to highlight only those he believed most significant. Naturally, some findings which others believe are as important (or more important) may also be found. For this reason, the writer has attempted to provide most of the relevant quantitative data (in a reduced form) in the appendices for anyone wishing to do further analysis. This information should keep such an interested person "involved" for a considerable time interval.

COPING TECHNIQUES

For each event which was coded as a distraction, there was an action taken by the teacher to cope with the distraction. Hence, since the total number of distractions was 3062, there were also 3062 coping techniques exercised. Some of these coping techniques were actually "combinations" of other coping techniques (e.g., Coping Technique #52 is a combination of Coping Techniques #11 and #21, used simultaneously). Figure 9 displays the titles of the coping techniques used in the quantitative classification system (specific examples of the techniques may be found in Appendix F).

The relative effectiveness of the various coping techniques is discussed in the next two sections. The primary purpose of this section is to describe the occurrence and illustrate examples of the more commonly used techniques.

Table 3 contains data to illustrate the percentage utilization of coping techniques. Data are provided for each teacher, both levels of teachers, and for all teachers combined. Only those coping techniques which accounted for at least one percent of the total are displayed. The sub total columns account for all coping techniques. Verbal techniques (Sub Total 11-19) accounted for 71.9 percent of all the coping techniques coded. Nonverbal (Sub Total 21-29), Preventative or Preplanned (Sub Total 31-39), and Combination (Sub Total 51-99) techniques were exercised 19.9, 3.1 and 5.1 percents, respectively.

The most frequently coded coping techniques belong to categories #11, #13, #21 and #27. Coping Technique #11, DIRECT COMMAND, was by far the most common (48.0 percent). This technique was the most commonly used approach exercised by each of the eight teachers. The range of use of Coping Technique #11 varied from a low of 34.4 percent (Teacher A) to a high of 63.5

FIGURE 9

COPING TECHNIQUES

ONGOING TEACHER ACTIONS		PREVENTATIVE AND/OR PREPLANNED
VERBAL	NONVERBAL	
11. Teacher giving direct command or instruction (telling)	21. Teacher using body language, gestures and/or facial expressions	31. Reminding students of rules to prevent distractions from happening
12. Teacher complimenting positive behaviors or actions -- as an example of acceptable activities	22. Teacher moving or locating self with the classroom	32. Locating material or arranging classroom environment to reduce/prevent distractions from happening
13. Teacher clarifying or reminding students of rules (How it should be)	23. Teacher physically redirecting students' attention	33. Teacher using positive reinforcement techniques to encourage future appropriate behavior/actions
14. Teacher soliciting students to a behavior change by using varying voice techniques	24. Teacher calling attention to inappropriate behavior (signs, bells, etc.)	34. Teacher using other adults in the classroom to cope with or to prevent distractions
15. Teacher using varying patterns or clues to gain student attention	25. Teacher ignoring distraction (after exhibiting awareness of the distraction)	35. Class discussion of events which are yet to occur or of non-functional events which were disrupted
16. Teacher directing student to another person or location	26. Teacher showing how a task is supposed to be done	36. Teacher using students to help resolve distractions
17. Teacher putting distraction on hold	27. Teacher physically resolves distraction ("fixes it")	39. Other
18. Teacher telling how a task can be accomplished	29. Other	
19. Other		

percent (Teacher Z). This category included the teacher giving a student direct instructions, calling for a student's attention, redirecting a student by his or her name, etc. Several examples of Coping Technique #11 (as well as a couple of nonverbal techniques) are illustrated in the following excerpt from ethnographic notes:

> *There are nine students working at the aide's table. There are five at the listening post. Daniel is wandering around the room sucking his finger. He looks for something by the listening post area. He stops by Carlos' desk and helps him with some sounds, then he blows in Carlos' ear. The teacher says, "Daniel, you are supposed to be over here," and points to his desk. David calls, "Teacher, Michael has taken something from the coat room." The teacher says, "Put it back," to Michael. David laughs. The teacher says, "Sit down, Pedro. Get busy. Sit down, Michael." The group at the circle is doing a test booklet. Daniel comes up to the circle and stands by the teacher. She doesn't look at him and he goes back, sucking his finger. He stands by his desk. At the listening post, Derek has taken off his earphones and the music is audible. The teacher says, "Derek, put it on." Daniel walks into the circle, up to the teacher and asks for an eraser. She hands him one. Daniel is standing by Michael's desk. / The teacher says, "Daniel, sit down. Don't bother him." She calls Larry's name and frowns at him. He sits down. There is a problem between David, Michael, and Larry, which the aide handles and the teacher looks at them. The work in the test booklets goes on. She [the teacher] notices that Frank is sitting closer to Larry's desk. She says, Frank, move over to your side. Don't bother Larry."*

Reviewing the data in Table 3, it may be noted that the higher the grade level (Teacher A, Kindergarten; Teacher B, Grade 1; Teacher C, Grade 2; and Teacher D; Grades 3 and 4) the higher the percentage use of Coping Technique #11. That is, Teacher D (48.7 percent) used the technique more than Teacher C (45.5), which was more than Teacher B (39.9), which was more than Teacher A (34.4). The same finding is true for Level II teachers [Teacher Z (63.5%) > Teacher Y (60.0%) > Teacher X (57.6%) > Teacher W (45.6%)]. Hence, it would appear that the higher the grade level, the more directive the teacher (in a general sense, of course).

TABLE 3

PERCENTAGE OF COPING TECHNIQUES UTILIZED* BY TEACHER, LEVEL AND COMBINED

OBSERVATIONS 1-9

TEACHER / GROUP (#)	COPING TECHNIQUES																		
	VERBAL									NON VERBAL				PREV.		COMB.	SUB TOTAL	SUB TOTAL	SUB TOTAL	SUB TOTAL
	11	12	13	14	15	16	17	18	19	21	23	25	27	34	36	52	11-19	21-29	31-39	51-99
A (535)	34.4	4.5	14.0	2.2	5.8	4.3	1.3	.2	2.1	18.5	2.4	.4	3.0	.9	.6	3.6	68.8	24.7	2.6	3.9
B (350)	39.9	2.0	10.3	3.7	.6	3.4	1.1	.6	.9	12.9	2.9	1.4	7.8	.0	1.7	2.0	62.6	27.3	1.7	8.3
C (269)	45.5	1.1	9.7	3.0	3.0	4.1	3.0	4.5	.7	5.2	1.5	4.9	3.4	1.5	.7	.0	74.6	16.0	4.1	5.2
D (339)	48.7	.0	2.4	.3	.0	3.8	1.8	.6	7.7	13.0	.6	1.5	4.4	1.2	3.5	3.2	65.2	22.7	5.0	7.1
LEVEL I (1493)	40.9	2.3	9.7	2.3	2.8	4.0	1.7	1.1	2.8	13.5	1.9	1.5	4.6	.8	1.5	2.5	67.4	23.2	3.2	6.1
W (547)	45.6	2.4	14.1	1.6	1.5	3.8	1.5	1.8	.5	10.6	.2	2.4	2.7	3.3	1.3	4.2	72.9	17.0	5.3	4.8
X (450)	57.6	2.2	6.5	4.9	1.3	1.3	.4	3.1	1.6	5.6	2.5	.4	5.8	.2	1.1	1.1	79.0	15.4	1.6	4.0
Y (246)	60.0	.8	6.1	.4	1.6	5.3	1.6	3.7	.0	2.0	.8	6.1	6.1	.0	.8	.4	79.6	16.7	.8	2.9
Z (326)	63.5	1.2	1.8	.3	1.2	2.1	1.5	1.8	2.1	6.7	1.2	1.8	5.8	1.2	1.2	2.1	75.8	17.8	2.8	3.6
LEVEL II (1569)	54.8	1.8	8.1	2.1	1.4	3.0	1.2	2.5	1.1	7.0	1.1	2.4	4.8	1.5	1.1	2.3	76.1	16.6	3.0	4.2
ALL TEACHERS COMBINED (3062)	48.0	2.0	8.9	2.2	2.1	3.5	1.4	1.9	1.9	10.2	1.5	2.0	4.7	1.2	1.3	2.4	71.9	19.9	3.1	5.1

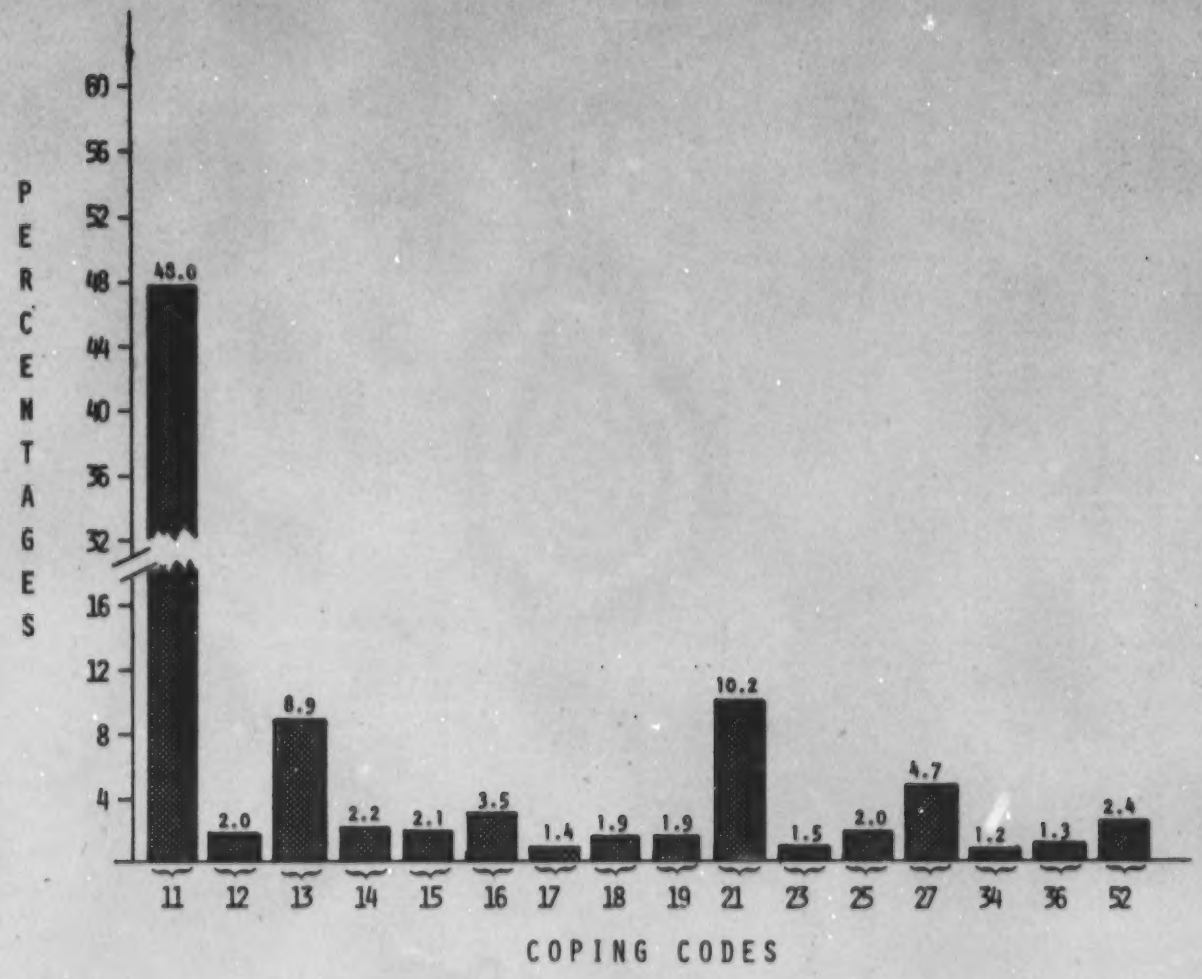
*Only those coping techniques which accounted for at least one percent of the total are displayed.

(#) = Number of distractions for that specific teacher or group.

FIGURE 10

COPING PROFILE

TEACHER(S) ALL TEACHERS OBSERVATIONS 1-9



CODES FOR COPING TECHNIQUES

11. TEACHER GIVING DIRECT COMMAND OR INSTRUCTION (TELLING)
12. TEACHER COMPLIMENTING POSITIVE BEHAVIORS OR ACTIONS — AS AN EXAMPLE OF ACCEPTABLE ACTIVITIES
13. TEACHER CLARIFYING OR REMINDING STUDENTS OF RULES (HOW IT SHOULD BE)
14. TEACHER SOLICITING STUDENTS TO A BEHAVIOR CHANGE BY USING VARYING VOICE TECHNIQUES
15. TEACHER USING VARYING PATTERNS OR CLUES TO GAIN STUDENT ATTENTION
16. TEACHER DIRECTING STUDENT TO ANOTHER PERSON OR LOCATION
17. TEACHER PUTTING DISTRACTION ON HOLD
18. TEACHER TELLING HOW A TASK CAN BE ACCOMPLISHED
19. OTHER (VERBAL)
21. TEACHER USING BODY LANGUAGE, GESTURES AND/OR FACIAL EXPRESSIONS
23. TEACHER PHYSICALLY REDIRECTING STUDENTS' ATTENTION
25. TEACHER IGNORING DISTRACTION (AFTER EXHIBITING AWARENESS OF THE DISTRACTION)
27. TEACHER PHYSICALLY RESOLVES DISTRACTION ("FIXES IT")
34. TEACHER USING OTHER ADULTS IN THE CLASSROOM TO COPE WITH OR TO PREVENT DISTRACTIONS
36. TEACHER USING STUDENTS TO HELP RESOLVE DISTRACTIONS
52. COPING CODES 11 AND 21 COMBINED

An interesting pattern, in the reverse direction, appears for Coping Technique #13, REMINDING STUDENTS OF RULES. For both teacher groups (Level I and Level II), the kindergarten teachers (A & W) reminded more than grade one teachers (B & X), who reminded more than grade two teachers (C & Y), who reminded more than grade three (D & Z) teachers.

Combining the preceding findings, one might say that the younger the student the more the teacher reminds him/her of rules (socializing), and, conversely, the older the child the more the teacher tells him/her to do it (directing).

Coping Technique #13 included questioning, directing and threatening the students to remind them about rules that had been made previously in the school year. Included in the ethnographic notes are the following three examples:

> *The bell rings. The direction at the reading circle continues. The rest of the class moves to their new stations. Daniel has stood up when it isn't time. She says, "Will you sit down?" to him. She passes worksheets and tells them if they have work to finish in their workbooks. They leave the circle as they receive their work. The next group is already arriving. The rule is that they not come to the circle until the previous one is gone. She says, "Mary, it is not time for you to come up yet," and tells Samuel the same thing. "Wait until you see everyone gone."*

> *The listening post group is still not under way. The teacher says, "Susan, Susan, let's keep your voice inside of you." Susan asks a question about going to the math lab and the teacher says, "You know you go every day but Monday." To Cindy she says, "Wait just a minute. Wait just a minute." To Leon and Alicia she says, "Your voices are inside of you. Leon, Alicia, I think you would like to give up some of your recess time today." Then she says to the group, "All right, we are going to turn to page 106. See how quietly you can find that page." Susan is chattering and the teacher says, "Susan, where is that voice supposed to be?" Susan says, "Inside of me." The teacher says, "We are going to have to do something at recess to help you remember."*

> *The teacher looks up and says, "Larry, sit down. Michael, get your book so he can get up there, please. There is a rule that only one may be at the book corner at a time." Carlos starts for the book corner and the teacher says, "Carlos, do you see somebody up there?"*

A common nonverbal technique used by each teacher was BODY LANGUAGE, GESTURES AND/OR FACIAL EXPRESSIONS (Coping Technique #21). Level I teachers tended to use this technique about twice as often as Level II teachers (13.5 vs. 7.0 percent). Several brief examples follow:

> *A boy from his desk comes up to ask what page he should be working on. The teacher looks at him with a frown on her face and points to the page numbers on the board.*
>
> *Sanda says, "Teacher C, Ann is messing with the record player." Teacher C shakes her head at Ann.*
>
> *A girl comes to the circle and asks the teacher a question about an eraser. The teacher nods. The girl moves to the back of the room and gets an eraser from the drawer.*
>
> *An adult enters the room with some papers but does not know where to put them. The teacher points to where they should go.*
>
> *Then the teacher tells them that she is going to read a story from the manual and they will pick out the et words. Alicia is twirling her book on the top of the table. The teacher points her finger at her and she stops.*

As was illustrated by the examples above, Coping Technique #21 was used frequently in instances in which a quick gesture, signal or facial expression seemed to do the job. The effectiveness of this technique (and others) will be discussed in a later section.

Another nonverbal technique used commonly by each teacher was Coping Technique #27, TEACHER PHYSICALLY RESOLVES DISTRACTION; or in other words she fixes it herself. This technique accounted for only 4.7 percent of the coping techniques exercised, but it is a technique which apparently will always be necessary. This point is illustrated by the following example.

> *The film strip projector at the listening post makes a grind-noise. The group looks puzzled. The teacher says, "Turn it off." She stands up and walks to the listening post to see what the trouble is. She says, "Who took the screw out?" Someone has removed the screw on the top of the film strip projector. She replaces the screw and reminds them not to touch any parts of the machine. She comes back to the reading table. The work continues.*

Closer inspection of the data further indicated that nearly one quarter of the time Coping Technique #27 was utilized (23.0 percent), it was in response to Distraction #25 (TEACHER CREATED DISTRACTION). Two examples of the Distraction-Coping Linkage #25-#27 are illustrated below.

> *The teacher is looking on the chalkboard ledge for the manual. She walks to the aide's table and gets her manual from the aide.*
>
> *The teacher says, "Open your books. Oh, sorry!" She has forgotten that she put them on the ledge. She takes them and passes them out to the students.*

As illustrated by Figure 10, several other techniques were utilized about two percent of the time. One worth noting is Coping Technique #52, which is a combination of techniques #11 and #21. In other words, the teacher told the student to do something while she also made some gesture.

The sixteen coping techniques displayed in Figure 10 accounted for 95.2 percent of the coping techniques utilized by the eight teachers of this study. The other 4.8 percent were sparsely spread across sixteen other coping techniques. The relative proportions of use of the various coping techniques is illustrated by Figure 11. The dominant use of Coping Technique #11 (48.0 percent) is illustrated clearly.

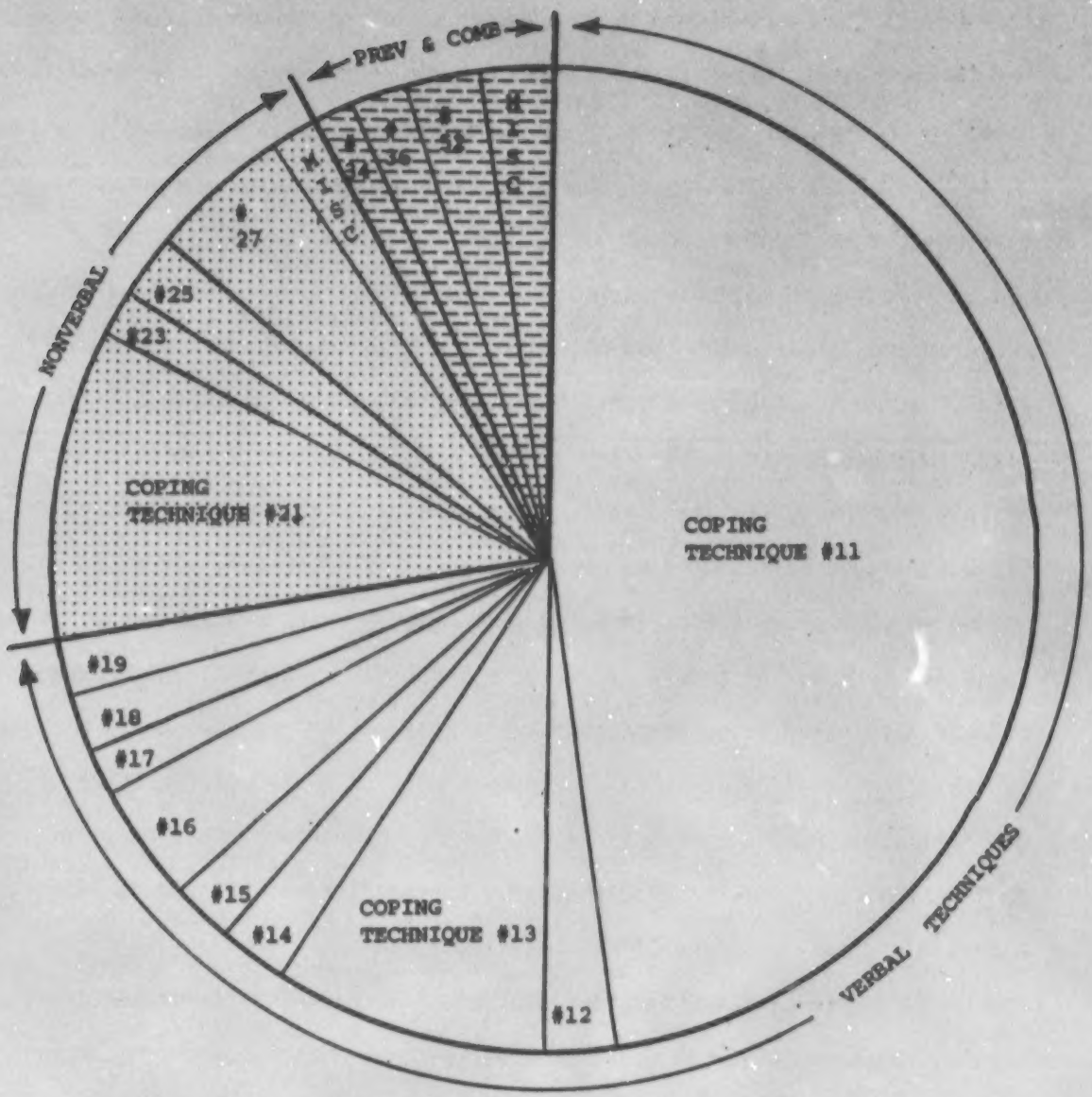
It was discussed in the previous section that there were marked similarities in the kinds of distractions which occurred in the primary grade classrooms. Although there are many common coping techniques, similar patterns of coping are not as clearly noticeable. The individual teacher coping profiles (found in Appendices B, C, D and E) illustrate the varying coping percentages for the eight teachers in the study. This variance is, perhaps, reflective of the individual teacher personalities, teaching and coping styles, and educational philosophies.

Other than the patterns of Coping Techniques #11 and #13 (discussed earlier), the only other findings which are pronounced are that Level II

FIGURE 11

COPING TECHNIQUES

RELATIVE TO THE WHOLE SET OF COPING TECHNIQUES*



*Proportions of the whole are based on [Teachers A-Z, Observations 1-9] data

See Figure 9 for coping code definitions

teachers utilized Coping Technique #11 much more than Level I teachers (54.8 vs. 40.9 percent, respectively). Conversely, Level I teachers used Coping Technique #21 more than Level II (13.5 vs. 7.0 percent, respectively). Also, reviewing the coping profiles in Appendix A, it can be concluded that Level I teachers seemed to use a greater variety of coping techniques regularly than did Level II teachers. This finding may be partially attributed to the greater awareness of coping techniques Level I teacher acquired during their identification of the research problem and their efforts in developing the coping technique classification system.

This last hypothesis was conjectured by the IR & DT team teachers as they reviewed their data. Two methodology concerns were expressed by these participating teachers after they had extensively reviewed their quantitative and ethnographic data. They believed that some subtle coping techniques, which they consciously used, were not frequently noted by the observers. Examples of gentle touching to regain a student's attention, and using a signal to clue a student of inappropriate behavior were two instances cited. The other methodology concern related to specific instances in which the ethnographic notes described coping techniques which were apparently miscoded by the quantitative observers. An example of such a miscoding occurred when a teacher used a Coping Technique #12 (complementing behavior of others to function as an example of misbehavior by the distracting student) and it was coded as Coping Technique #11 (telling).

Fortunately, these inferential miscodings were infrequent. But since many coping techniques had small percentages of utilization (e.g., Coping Technique #12 was coded 2.0 percent), the IR & DT teachers wished this methodological problem to be noted.

In summary of this Coping Technique Section, the following findings have been noted:

TEACHER GIVING A DIRECT COMMAND OR INSTRUCTIONS (TELLING) to a student who was causing a distraction was by far the most common coping technique (Coping Technique #11, 48.0 percent).

More than 70 percent of the distractions were coped with by ongoing verbal coping techniques (71.9 percent). Nonverbal coping techniques accounted for another 19.9 percent.

The higher the grade level, the more frequently the teachers used directive coping (Coping Technique #11).

The higher the grade level, the less frequently the teachers reminded the students of classroom rules (Coping Technique #13).

Level II teachers used Coping Technique #11 (GIVING A DIRECT COMMAND OR INSTRUCTIONS) much more than did Level I teachers (54.8 vs. 40.9 percents, respectively). Conversely, Level I teachers used the nonverbal Coping Technique #21 (USING BODY LANGUAGE AND GESTURES) more frequently than did Level II teachers (13.5 vs. 7.0 percents, respectively).

Level I teachers appeared to use a wider range of coping techniques than did Level II teachers.

It was noted by the IR & DT teachers that there were occasions in which coping techniques were miscoded. The higher inferential nature of the coping classification system (as compared to the distraction classification system) was acknowledged.

DISTRACTION-COPING LINKAGES

Introduction

For each distraction coded by the quantitative observer, there was a coping technique exercised (possibly a combination technique) which was also coded. This relationship is referred to as the *linkage* of specific distraction and coping technique under consideration. Hence, for each of the 29 possible distraction categories there were 24 coping categories eligible to resolve the distraction. [Actually, there were more than 24 possible coping technique categories; counting the numerous combination techniques which could be simultaneously exercised.] Regardless of the

exact count, there are more than 700 linkages possible, when each distraction is crossed with each coping technique.

Linkages

Table 4 displays a matrix of the frequencies of occurrence of various linkages. The codes down the left side of the matrix represent the distractions, and across the top are the coping technique codes. Subtotals of various groups of codes are indicated by "SUB". This display is admittedly complicated, but does contain much information. In essence, the occurrence of all 3062 distraction-coping linkages are displayed on this one page.

Some findings which can be gleaned from this matrix are relative to sparseness of data in some linkage cells and the high frequency of occurrence of other linkages. For instance, the Distraction-Coping Linkage #11-#11 occurred most frequently, 405 times (see upper left hand corner of the matrix). This would seem to follow from the information contained in the previous two sections [i.e., Distraction #11 occurred most frequently (24.7 percent), as did Coping Technique #11 (48.0 percent)]. Another logical finding is that with 700+ linkages some of them did not occur frequently (or at all). The focus on this section is on those linkages which occurred frequently enough to merit analysis.

Since Coping Technique #11 occurred so often, its linkage with various distractions is common (see the column headed by the number 11). It is worth noting that some distractions were coped with by other techniques more frequently than Coping Technique #11 (see Linkage #21-#21, and Linkage #25-#27).

By far, the highest concentration of linkages is displayed in the upper-left portion of the data matrix (Distraction 11-19 crossed with Coping Techniques 11-19). The spareness of data in the other regions resolves the

TABLE 4

SUMMARY OF DISTRACTION-COPING LINKAGES

DISTRACTION X COPE

GROUP TEACHERS A-Z OBSERVATIONS 1-9

STAT. FREQUENCIES

DIST \ COPE	11	12	13	14	15	16	17	18	19	SUB	21	22	23	24	25	26	27	28	29	SUB	31	32	33	34	35	36	39	SUB	51	52	53	54	55	56	57	58	59	SUB	GRAND TOTAL	COMMENTS
11	405	17	56	10	6	25	25	25	16	585	75		4	3	22		27		5	136				4		4		8	3	12	1	3	1		1	1	4	26	755	
12	37	3	12		1	4	9	14		80	4	1			2	3	3			13																			0	93	
13	207	6	61	13	6	29		3	3	328	39	3	6		11		5			64				1		3		4	1	11	2	2	6				2	24	420	
14	110	15	47	6	14	6	1	2	1	202	52	1		12	3		5		1	74	1			5		3		9		16		1	8	1			3	29	314	
15	271	8	53	22	14	15	2	2		387	21	2	19	3	5	1	15			66	1			3	1	2		7	1	10	8	7	4			1	5	36	496	
16	250	6	28	10	18	10	3	2	2	329	50	2	11		8		10		1	82	1			1		2		4	1	19	1	2	4				0	27	442	
17	39	2	6	3	1	5		2	1	59	2		2		2	1				7						1		1	2	1				1			1	5	72	
18	49		4	2		3		3	1	62	14		1	1	1		21			38	1			1		4		6		2		1		1			1	5	111	
19	17	1	1			1			3	23	3									3	1					1		2									0	0	28	
SUB.	1385	58	268	66	60	98	40	53	27	2055	260	9	43	19	54	5	86	0	7	483	5	0	0	15	1	20	0	41	8	71	12	16	23	3	1	2	16	162	2731	(89.2%)
21	4									4	28				3					31																	0	35	
22	6				1					7	5		1		1		2			9				1		1		2									0	18	
23	7							1	1	9	1						3			4				6				6									0	19	
24						1		1		2	1				1		3			5								0									0	7	
25	20	3		1	1	5		1	7	38	2	1			1		33			37	3	1	3	7		20		34			2						2	111	
29	3		1			1				5							1			1	1							1									0	7	
31	2									2					2					2				2				2									0	6	
32						1	1		1	3	1									1								0	1								1	5	
39										0										0								0									0	0	
41	13		1		1		1		7	23	10	1					3			14				2				2									0	39	
42	20		1				2		12	35	1				1		10			12				2				2	1								1	50	
43	7		1						2	10	2	1			1		2		1	7			1	1	2			4		1							1	22	
44	3		2					1		6										0								0									0	6	
49	1								1	2	1								1	2	1							1			1						1	6	
TOTAL	1471	61	274	67	63	106	44	57	58	2201	312	12	44	19	64	5	143	0	9	608	10	1	4	36	3	41	0	95	10	72	15	16	23	3	1	2	16	158	3062	
										(71.9%)										(19.9%)								(3.1%)										(5.1%)		

63

need to review the *effectiveness* of many linkages.

Since the indicators of effectiveness (TIME, FLOW, and ELIMINATION) are the outcome measures of the linkages, the emphasis of the remainder of this section (and the next section) is placed on the effectiveness of certain linkages or sets of linkages.

Figure 12 displays effectiveness indicators for the linkage of Distraction #11 with Coping Technique #11. Note below the statement of the distraction, that the total number of Distraction #11 occurrences (for all eight teachers for all nine observations) is 755. Coping Technique #11 was utilized on 405 of those occasions (in Table 4 -- the upper left cell; in Figure 12 -- just below the statement of the coping technique).

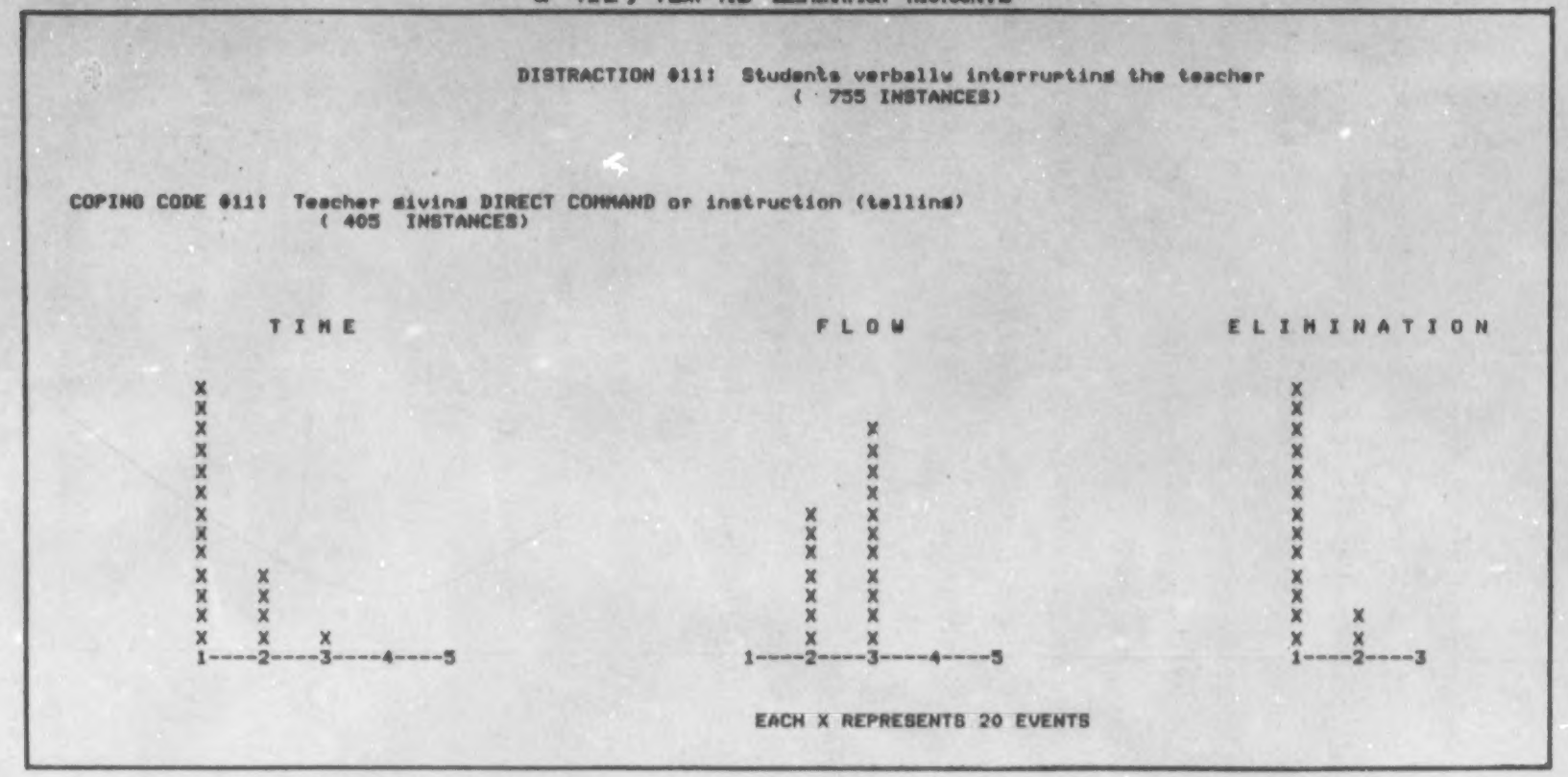
The indicators of effectiveness are illustrated by the three histograms in Figure 12. The codes for the ratings are provided below the appropriate histograms. Each "X" represents 20 events (partial "X's" could not be displayed; hence, amounts less than a multiple of 20 have been truncated). A quick perusal of Figure 12 provides the following information relative to the effectiveness of Coping Technique #11 when used on Distraction #11:

> TIME expended on the distraction (and coping with it) generally was less than 10 seconds, frequently less than 5 seconds.
>
> FLOW of instruction was commonly a minor interruption to the teacher only (Rating 2) and the teacher and her instructional group (Rating 3).
>
> In general, the distractions were apparently ELIMINATED after the coping technique was utilized. Although, on some occasions the distraction continued at a reduced level (Rating 2).

Computer printouts illustrating each linkage (for each teacher, for both levels of teachers and for all teachers combined) were generated to assist in the reduction of effectiveness data. Another example of a computer printout provided earlier is Figure 5.

FIGURE 12

SAMPLE OF COMPUTER PRINTOUT
OF "TIME", "FLOW" AND "ELIMINATION" HISTOGRAMS



1 = LESS THAN 5 SECONDS
2 = 6 - 10 SECONDS
3 = 11 - 20 SECONDS
4 = 21 - 40 SECONDS
5 = MORE THAN 40 SECONDS

1 = NO APPARENT BREAK IN THE INSTRUCTIONAL FLOW (DISTRACTION IGNORED)
2 = DISTRACTION MAINLY TO TEACHER; DOESN'T BOTHER STUDENTS
3 = MINOR DISTRACTION TO BOTH TEACHER AND MOST STUDENTS IN THE GROUP
4 = INSTRUCTION DISRUPTED, BUT TEACHER BRINGS THE GROUP BACK
5 = INSTRUCTION COMPLETELY DISRUPTED; VERY DIFFICULT OR NOT POSSIBLE TO BRING THE GROUP BACK TO TASK

1 = APPARENT ELIMINATION OF DISTRACTION
2 = DISTRACTION CONTINUES AT A REDUCED (ACCEPTABLE) LEVEL
3 = DISTRACTION CONTINUES AND TEACHER USES ANOTHER TECHNIQUE

[At this time, the writer feels compelled to acknowledge the coarseness of the data analysis. He further wishes to admit that aggregation of data of this sort without regard to the context is inappropriate. BUT, the writer at this time wishes to alert the reader that he is attempting to establish a foundation upon which some general findings will follow -- not to contend that a specific coping technique is THE way to cope with a specific distraction. The reader's indulgence is requested.]

Aggregating the effectiveness ratings for all 3062 distraction-coping linkages provided the data which are displayed in Figure 13. This rough aggregated display of the effectiveness indicators illustrates that there were obviously some linkages whose TIME Ratings were not all Ratings 1 and 2, whose FLOW Ratings were 4 or 5, etc. In the remainder of this section, and in the next section, the relative effectiveness of various linkages is discussed. As a frame of reference, the median ratings for the aggregated data are listed below:

Md_{TIME} = 1.4; more than five seconds but less than 10.

Md_{FLOW} = 2.6; minor interruption to the teacher and her students

$Md_{ELIMINATION}$ = 1.2; the distraction was usually eliminated.

Hence, a simplistic summary of this study (to this stage of data presentation) would be:

> Usually distractions are student generated (89.2 percent of the occurrences) and are coped with in an ongoing fashion by the teacher using a verbal coping technique (71.9 percent of the occurrences). Typically, the distraction and the coping technique utilized take between five and 10 seconds; distracting the teacher and the group she is working with; but the distraction is generally fully eliminated.

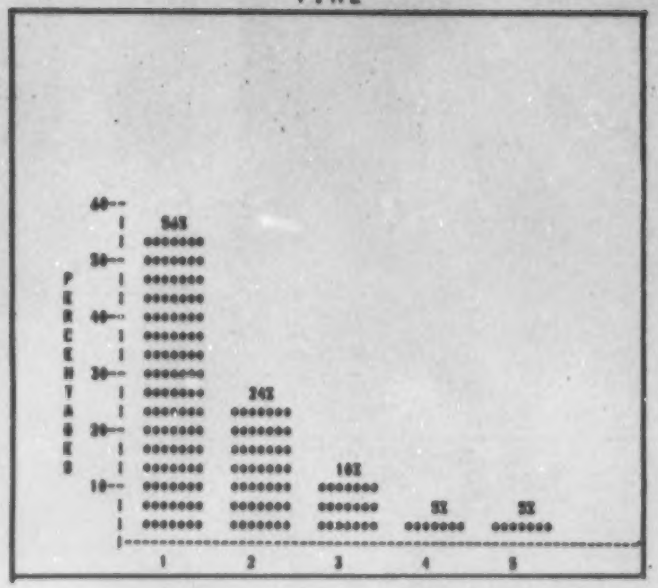
Using a midrange estimate of time loss (described in the Distraction Section) the average distraction expended around 10 seconds (9.7) of instructional time.

FIGURE 13

SUMMARY OF EFFECTIVENESS RATINGS

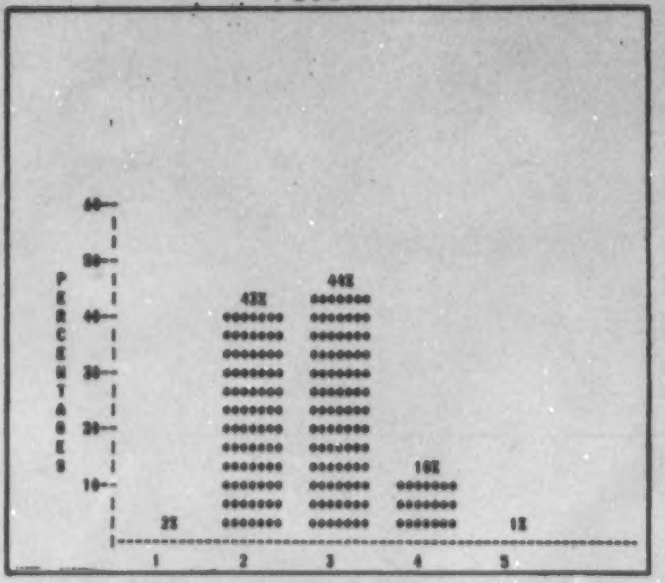
TEACHER(S) A - Z OBSERVATION(S) 1-9 TOTAL NUMBER OF DISTRACTIONS = 3062

TIME



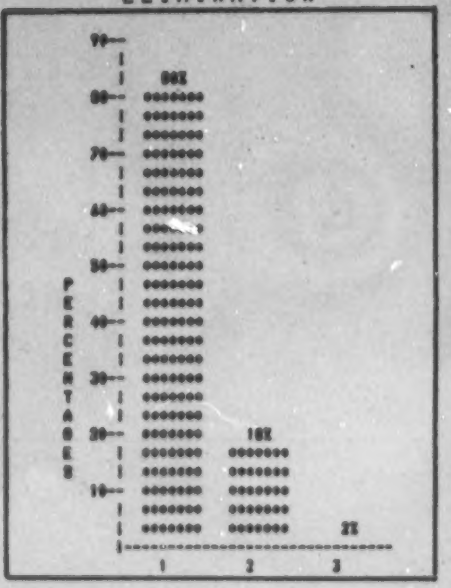
1 = LESS THAN 6 SECONDS
2 = 6 - 10 SECONDS
3 = 11 - 20 SECONDS
4 = 21 - 40 SECONDS
5 = MORE THAN 40 SECONDS

FLOW



1 = NO APPARENT BREAK IN THE INSTRUCTIONAL FLOW (DISTRACTION IGNORED)
2 = DISTRACTION MAINLY TO TEACHER; DOESN'T BOTHER STUDENTS
3 = MINOR DISTRACTION TO BOTH TEACHER AND MOST STUDENTS IN THE GROUP
4 = INSTRUCTION DISRUPTED, BUT TEACHER BRINGS THE GROUP BACK
5 = INSTRUCTION COMPLETELY DISRUPTED; VERY DIFFICULT OR NOT POSSIBLE TO BRING THE GROUP BACK TO TASK

ELIMINATION



1 = APPARENT ELIMINATION OF DISTRACTION
2 = DISTRACTION CONTINUES AT A REDUCED (ACCEPTABLE) LEVEL
3 = DISTRACTION CONTINUES AND TEACHER USES ANOTHER TECHNIQUE

Relative Effectineness of Linkages

Figure 14 graphically displays the findings of the analysis of linkage effectiveness. The analysis procedure undertaken was as follows:

> Disregard any linkage which occurred less than 10 times, due to sparseness of data (such linkages are "masked-out" in Figure 14).
>
> For the remaining 56 linkages, order their mean effectiveness ratings for TIME from high to low. Repeat the ordering process for the FLOW and ELIMINATION indicators.
>
> Disregard the middle two-thirds of the respective three continuums as being of indeterminant effectiveness (actually, mid-70+ percent).
>
> Identify the highest ranked values (eight or nine) for the TIME continuum as effective linkages (T) and the lowest-ranked values as ineffective linkages (*t*). Similarly effective and ineffective linkages were identified for FLOW values (F and *f*, respectively), and ELIMINATION values (E and *e*).

Inspection of Figure 14 provides many insights (which of course must be tempered by the context variables which are being temporarily disregarded). A few of these insights follow as examples:

> Coping Technique #21, TEACHER USING BODY LANGUAGE, GESTURES AND FACIAL EXPRESSIONS, appears to be a quick technique which did not significantly interrupt the flow of instruction (note Linkages 11-21, 13-21, 14-21, 16-21 and 21-21 -- look for T's and F's).
>
> Other nonverbal coping techniques have effective TIME and FLOW ratings (see #23 and #25), while some do not (see #24 and #27) -- especially if the teacher has had to relocate herself to reposition a student (Coping Technique #24) or to actually "fix" the problem herself (Coping Technique #27).
>
> Some coping techniques were effective in eliminating a distraction but took more time and interrupted the instructional flow (e.g. Linkages 12-13 and 11-27). Conversely, there were some coping techniques which were quick, but the distractions persisted (e.g. Linkages 14-21 and 16-23).

Many more findings can be readily gleaned from Figure 14. Instead of highlighting more findings the following three specific linkages are provided to illustrate effective, ineffective and mixed effectiveness.

FIGURE 14
SUMMARY DISPLAY OF THE MOST AND LEAST EFFECTIVE
DISTRACTION-COPING LINKAGES

DISTRACTION X COPE

GROUP Teachers A-Z, Observations 1-9

STAT. Relative Effectiveness

Dist \ Cope	11	12	13	14	15	16	17	18	19	SUB	21	22	23	24	25	26	27	28	29	SUB	31	32	33	34	35	36	39	SUB	51	52	53	54	55	56	57	58	59	SUB	GRAND TOTAL	COMMENTS
11								t			T				T_F		$t f_E$												T											
12			$t f_E$					f_E																																
13											T_F				F														e											
14	e				t						F_e			$t f_e$															F											
15				f	$t f_e$								T				E																							
16					F						T_F		F_e				f																							
17	e																																							
18																	$t f_E$																							
19	e																																							
SUB.																																							
21											T_{F_E}																													
22																																							
23																																							
24																																							
25	E																f_E									E													
29																																							
31																																							
32																																							
39																																							
41	t																																						
42									t E								E																							
43																																							
44																																							
49																																							
TOTAL																																							

Code: T,F,E, indicate Distraction-Coping Linkages which ranked most effective in TIME, FLOW and ELIMINATION, respectively.
t,f,e, indicate Distraction-Coping Linkages which ranked least effective in TIME, FLOW and ELIMINATION, respectively.

Titles and examples of distractions and coping techniques may be found in Appendix F.

The Distraction-Coping Linkage #21-#21 illustrates a linkage which was found effective by all three indicator ratings (TIME, FLOW, ELIMINATION). Essentially, the teacher used a nonverbal signal to eliminate a sensory distraction to the classroom. An example from the ethnographic notes follows:

> *Another boy takes his turn and the teacher talks with him with elbows on her knees. They begin a discussion on ciphers and codes involving three other boys on the rug. Allan comes up with a book adding some comments to the code discussion. Keith enters the discussion taking the role of a lawyer and telling the teacher that she is guilty. Everyone is enjoying the discussion. Susan comes up and asks to leave, teacher nods and she does. Gary brings up a broken tape for repair and the teacher uses a pencil to fix it. Only Keith is left on the rug. The others have left. The door slams. A girl enters. No response. Door slams again, three boys enter. The teacher glances up and points to where she wants them. Then Keith continues his discussion.*

In the sequence of events described above, the teacher simply indicated where she wanted the students to work (pointing); the students understood.

Distraction #15, STUDENTS NOT CONCENTRATING ON THEIR TASK, was apparently ineffectively coped-with by Coping Technique #15, TEACHER USING VARYING CLUES TO GAIN STUDENT ATTENTION. Essentially, the teacher was trying to redirect a student's attention to his task by using a subtle voice technique. An example of such a linkage follows:

> *The teacher goes on to another table and tells them what needs to be corrected on their papers and what to do for the day. She walks over to Marlin's separate table and speaks with him firmly with her hand on his shoulder. She says, "Excuse me," twice as two students try to approach her while she is talking to Marlin. The Teacher says, "Getting ready to come up to the circle. Damin and Frank you need to come to because Miss Robberts isn't here today." The teacher is talking to Damin in the rear of the room. Marlin comes to the circle and he is sitting in the teacher's chair holding the game board in his lap.....Frank and Leon are sitting in their chairs at the circle. The teacher comes up to the circle and says, "Marlin" and takes the board away from him and replaces it on the bookcase. She calls Bob and Mary and says, "Let's go." They should be at the circle too. She tells Bob to bring a chair.*

In the sequence of events described above, transition into reading was occurring on a day the classroom aide was out ill. The teacher was trying to handle a discipline problem while simultaneously trying to subtley tell the first reading group to go to the reading area ("Getting ready to come up to the circle"). Finally, an alternate "Let's go" got instruction underway.

An example of a linkage which had mixed effectiveness is Distraction #12-Coping Technique #12. In this situation, a student typically sought clarification of a task and the teacher took instruction time to remind the child of the rules. An example follows:

> *The teacher says to a boy, "Good, I knew you could do it." Earl has his hand up. The boy next to Earl talks and then Earl leans over toward that boy. The teacher notices and comes over and asks Earl if he is doing his best work. She says that he's been rushing, that she had just been there and he has done a whole page already. She asks him to do it again more carefully. The teacher asks Teri and Marvin to be quiet. Two children come over from the work tables. The teacher tells them to ask Mrs. Mare for help. Marvin looks up at Mack next to him and says, "We're not having no race," then he repeats that. The teacher doesn't notice. Then Marvin says, "I beat somebody," and goes and shows Mack his paper. Then the teacher says, "Marvin, come here please." She asks him to sit down and work over by her. There are sneezes and coughs in the room. The aide looks up. The teacher says, "We're not having a contest, we're doing our best work." There is some noise and movement in the room as children finish their work at the work tables and get up to get other papers.*

In summary of this section, most of the linkages were associated with student-generated distractions which were coped-with by verbal techniques.

Typically, a distraction and the corresponding coping technique exercised took under ten seconds; distracted the teacher and the group of students she was working with only slightly; and the distraction was fully eliminated.

Several findings regarding the apparent effectiveness of certain linkages were discussed in this section. Since linkage effectiveness would be

obviously mediated by contextual factors (e.g. environment, children, teacher) no summary of findings is provided here. [Instead, readers are encouraged to review the data using their own contextual filters.]

FURTHER ANALYSES OF LINKAGE EFFECTIVENESS

Introduction

In the previous section, effectiveness ratings were pooled for all 3062 Distraction-Coping Linkages (see Figure 13). Pooling data in such a manner tends to mask certain effects which exists. In this section, three subanalyses occur. The first analysis compares the effectiveness of verbal and nonverbal coping techniques. The second analysis reviews effectiveness of linkages with respect to the size of the instructional group at the time of the distraction. Third, the results of an analysis which intersects the previous two analyses are presented -- verbal vs. nonverbal techniques during small group instruction.

Verbal vs. Nonverbal Techniques

Table 5 and Figure Set 15 contain data relevant to verbal and nonverbal coping techniques. Of the 3062 distraction-coping linkages, 2202 were handled by verbal coping techniques (71.9 percent), 609 by nonverbal techniques (19.9 percent), and remaining 251 events by preventative or combined verbal-nonverbal techniques (called P & C, hereafter).

Table 5 contains data which include median values for TIME, FLOW and ELIMINATION ratings for each cluster of coping techniques (Verbal, Nonverbal, and P & C) and for all coping techniques combined. These data are presented for Level I, Level II and All Teachers Combined. Also, to illustrate the variance between teachers, the highest and lowest teacher medians are displayed.

Figure Set 15 provides a graphic display of the distributions of the ratings for TIME, FLOW and ELIMINATION for the three clusters of data under consideration. The codes for ratings may be found at the bottom of the page.

Reviewing the data in Table 5 for All Teachers Combined, the following findings may be noted:

The median value for the TIME of Nonverbal Coping Techniques was less than Verbal Techniques, and much less than P & C Techniques (1.2, 1.4 and 1.9, respectively). The high concentration of Rating 1 for Nonverbal Techniques may be observed in Figure Set 15 by noting the Nonverbal-TIME histogram (69%). The higher median value for P & C Techniques is likewise illustrated by the Ratings 3, 4 and 5 in the P & C-TIME histogram. Actually, using mid-range time estimates, the time estimates per distraction coping linkage were 8.7 seconds, 9.6 seconds and 13.6 seconds for Nonverbal, Verbal and P & C, respectively.

Similarly, the interruption to instructional flow was less for Nonverbal than Verbal or P & C (median values 2.3, 2.7 and 2.7, respectively). The histograms in Figure Set 15 illustrate this finding. The occurrence of Rating 1 for the Nonverbal-FLOW histogram (9%) illustrates the use of Coping Technique #25, IGNORING.

All three clusters of coping techniques, Verbal, Nonverbal and P & C, were similarly effective with respect to the ELIMINATION values

Findings corresponding to those given above were also found in data separated by Level I and Level II teachers. Level I teachers' median values were consistently slightly less than those for Level II teachers.

TABLE 5

MEDIAN EFFECTIVENESS RATINGS OF COPING TECHNIQUES
VERBAL VS. NONVERBAL VS. OTHER
TEACHERS A-Z OBSERVATIONS 1-9

GROUP	VERBAL				NONVERBAL				PRFVENTATIVE & COMBINATION				ALL COMBINED			
	N	Md_T	Md_F	Md_E	N	Md_T	Md_F	Md_E	N	Md_T	Md_F	Md_E	N	Md_T	Md_F	Md_E
INDIVIDUAL TEACHER RANGE																
HIGHEST	-	1.8	3.0	1.3	-	1.5	3.0	1.2	-	2.4	3.7	1.3	-	1.7	3.0	1.3
LOWEST	-	1.2	2.0	1.0	-	1.1	2.0	1.0	-	1.2	2.0	1.0	-	1.2	2.0	1.0
LEVEL I	1007	1.4	2.6	1.1	347	1.2	2.2	1.1	139	1.8	2.8	1.1	1493	1.3	2.5	1.1
LEVEL II	1195	1.5	2.8	1.2	262	1.3	2.4	1.1	112	2.0	2.6	1.2	1569	1.5	2.7	1.2
ALL TEACHERS COMBINED	2202	1.4	2.7	1.1	609	1.2	2.3	1.1	251	1.9	2.7	1.2	3062	1.4	2.6	1.2

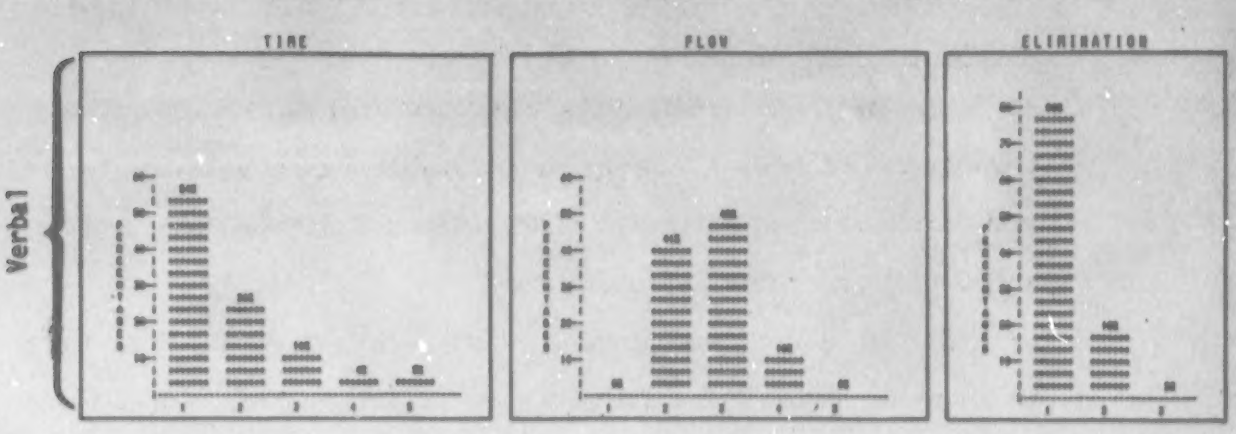
N = Number of Distractions
Md_T = Median Rating for TIME
Md_F = Median Rating for FLOW
Md_E = Median Rating for ELIMINATION

Verbal Coping Techniques are those techniques coded #11 through #19
Nonverbal Coping Techniques are those techniques coded #21 through #29
Preventative & Combination Techniques are those techniques coded #31 through #99

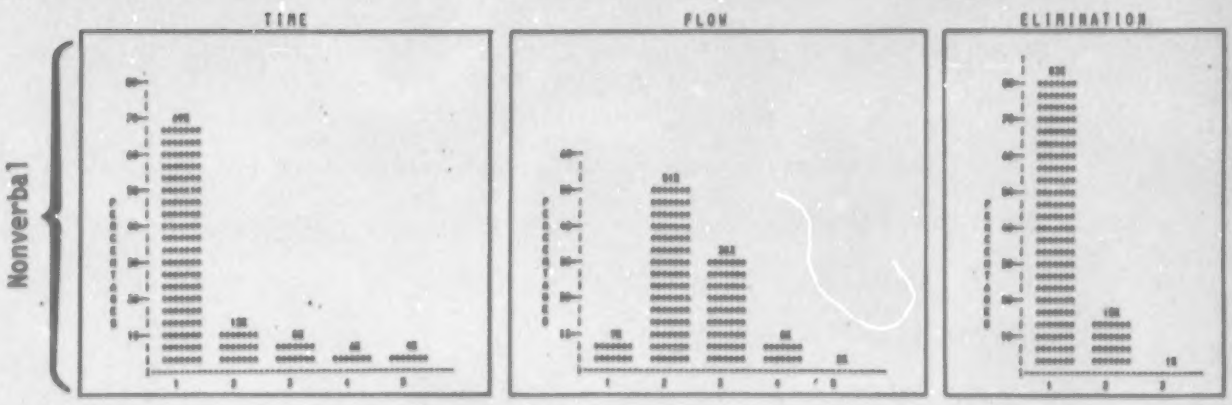
FIGURE SET 15

HISTOGRAMS OF EFFECTIVENESS RATINGS FOR VERBAL, NONVERBAL, AND OTHER COPING TECHNIQUES

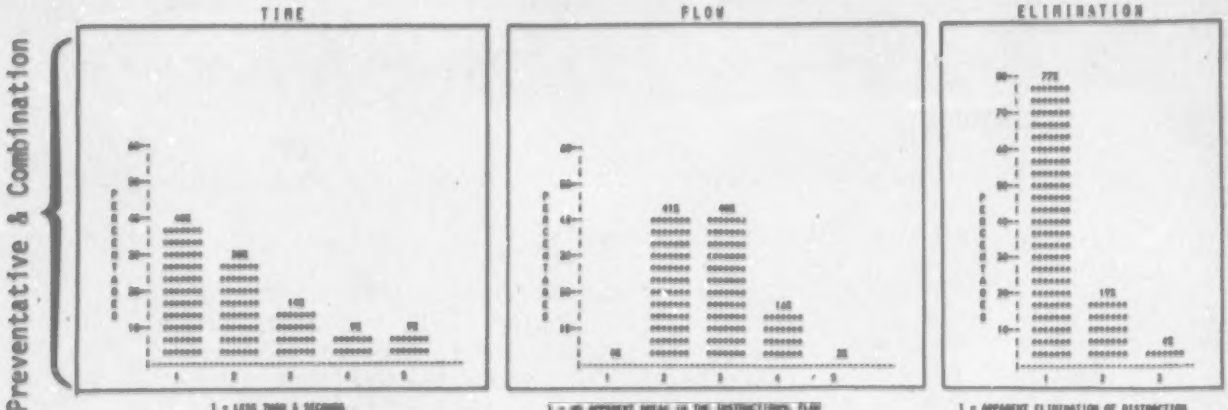
Verbal



Nonverbal



Preventative & Combination



1 = LESS THAN 5 SECONDS
2 = 6 - 10 SECONDS
3 = 11 - 20 SECONDS
4 = 21 - 40 SECONDS
5 = MORE THAN 40 SECONDS

1 = NO APPARENT BREAK IN THE INSTRUCTIONAL FLOW (DISTRACTION IGNORED)
2 = DISTRACTION INJURY TO TEACHER, DOESN'T BOTHER STUDENTS
3 = MINOR DISTRACTION TO BOTH TEACHER AND MOST STUDENTS IN THE GROUP
4 = INSTRUCTION DISRUPTED, BUT TEACHER BRINGS THE GROUP BACK
5 = INSTRUCTION COMPLETELY DISRUPTED, VERY DIFFICULT OR NOT POSSIBLE TO BRING THE GROUP BACK TO TASK

1 = APPARENT ELIMINATION OF DISTRACTION
2 = DISTRACTION CONTINUES AT A REDUCED (ACCEPTABLE) LEVEL
3 = DISTRACTION CONTINUES AND TEACHER USES ANOTHER TECHNIQUE

Size of Instructional Group

Median effectiveness ratings are separated by size of instructional group in Table 6. Figure Set 16 displays histograms to illustrate the distributions of ratings for TIME, FLOW and ELIMINATION; again separated by size of instructional group.

In Table 6, it may be noted in the "All Teachers Combined" column that over 60 percent of the distractions occurred during Small Group Instruction (1890 or 61.7%). This does not necessarily mean that small group instruction is more susceptible to distractions; instead it is indicative that most of the classroom observations occurred during small group instruction (The study was conducted in primary grade classrooms, during reading instruction).

Representative data for all eight teachers are embedded in the Small Group Data; whereas this was not true for Individualized and Large Group. Actually, Teacher D's data accounts for almost three-fourths of the individualized events (158 of 212, or 74.5 percent). Similarly, the two kindergarten teachers, A & W, accounted for over three-fourths of the Large Group data (335 of 438, or 76.5 percent). These considerations are important in reviewing the data, because the potential finding(s) may be associated more to the personality/style of the teacher or the nature of kindergarten children and instruction than to any conclusive findings.

Reviewing the data in Table 6 for All Teachers Combined, the following findings may be noted:

> Distraction-coping linkages which occurred during Transitional Time took longer (MdTIME = 1.5); or perhaps the teachers were willing to spend more time coping per distraction during transition. Note the Ratings 3, 4 and 5 in the Transitional-TIME histograms of Figure Set 16.

The flow of instruction was interrupted least during Large Group instruction [see Figure Set 16, the high percentage of Rating 2 in the Large Group-FLOW histogram (72%)]. This apparent contradiction to common sense (i.e., How can only the teacher be distracted (Rating 2), if she is instructing a large group?), can be accounted for. It was stated earlier that 76.5 percent of the large group linkages occurred in the two kindergarten classrooms. Each of these teacher's typically taught half of her class, while her aide worked with the other children. Hence, most kindergarten instruction occurred in groups larger than 13 children (large group by this study's definition). People who have observed in kindergarten classrooms will verify that there are many events (including distractions to the teacher) which the kindergarteners do not notice.

The relative frequent occurrence of Rating 1 in Figure Set 16 Individualized-FLOW histogram (10%) illustrates again the use of the ignoring technique (mainly by Teacher D in this set of events).

Contrasting Level I and Level II teachers' data, the median FLOW ratings for Small Group Instruction tend to be less for Level I teachers (2.5 vs. 2.9). Differences in FLOW ratings between Level I and II teachers also can be noted for Individualized and Large Group Instruction (as mentioned earlier, Teacher D accounted for most of the Individualized data, and the two kindergarten teachers, for the Large Group data).

TABLE 6

MEDIAN EFFECTIVENESS RATINGS OF COPING TECHNIQUES
TEACHERS A-Z OBSERVATIONS 1-9
SEPARATED BY SIZE OF INSTRUCTIONAL GROUP

SIZE OF INSTRUCTIONAL GROUP*	LEVEL I TEACHERS				LEVEL II TEACHERS				ALL TEACHERS COMBINED			
	N	Md_{TIME}	Md_{FLOW}	Md_{ELIM}	N	Md_{TIME}	Md_{FLOW}	Md_{ELIM}	N	Md_{TIME}	Md_{FLOW}	Md_{ELIM}
INDIVIDUALIZED	193	1.2	2.6	1.1	19	2.2	2.1	1.1	212	1.3	2.5	1.1
SMALL GROUP	805	1.3	2.5	1.1	1085	1.4	2.9	1.2	1890	1.4	2.7	1.2
LARGE GROUP	207	1.3	2.3	1.1	231	1.5	2.0	1.2	438	1.4	2.2	1.1
TRANSITIONAL TIME	288	1.6	2.6	1.1	234	1.4	2.7	1.1	522	1.5	2.7	1.1
ALL INSTRUCTIONAL GROUPS COMBINED	1493	1.3	2.5	1.1	1569	1.5	2.7	1.2	3062	1.4	2.6	1.2

N = Number of Distractions
Md_{TIME} = Median Rating for TIME
Md_{FLOW} = Median Rating for FLOW
Md_{ELIM} = Median Rating for ELIMINATION

*INDIVIDUALIZED = From 1 to 3 students
SMALL GROUP = From 4 to 12 students
LARGE GROUP = From 13 to all students
TRANSITIONAL TIME is between instructional sessions; children in transition

FIGURE SET 16

HISTOGRAMS OF EFFECTIVENESS RATINGS FOR INDIVIDUALIZED, SMALL GROUP, LARGE GROUP, AND TRANSITIONAL TIME INSTRUCTIONAL GROUPS

Individualized
Small Group
Large Group
Transitional Time
TIME
FLOW
ELIMINATION
1 = LESS THAN 5 SECONDS
2 = 6 - 10 SECONDS
3 = 11 - 20 SECONDS
4 = 21 - 40 SECONDS
5 = MORE THAN 40 SECONDS
1 = NO APPARENT BREAK IN THE INSTRUCTIONAL FLOW (DISTRACTION IGNORED)
2 = DISTRACTION MAINLY TO TEACHER; DOESN'T BOTHER STUDENTS
3 = MINOR DISTRACTION TO BOTH TEACHER AND MOST STUDENTS IN THE GROUP
4 = INSTRUCTION DISRUPTED, BUT TEACHER BRINGS THE GROUP BACK
5 = INSTRUCTION COMPLETELY DISRUPTED; VERY DIFFICULT OR NOT POSSIBLE TO BRING THE GROUP BACK TO TASK
1 = APPARENT ELIMINATION OF DISTRACTION
2 = DISTRACTION CONTINUES AT A REDUCED (ACCEPTABLE) LEVEL
3 = DISTRACTION CONTINUES AND TEACHER USES ANOTHER TECHNIQUE

Verbal Vs. Nonverbal Techniques During Small Group Instruction

The last analysis in this section reviews verbal and nonverbal coping techniques in the context of small group instruction. Table 7, similar in format to Table 5, contains median values for the effectiveness of Verbal, Nonverbal, and Preventative and Combination (P & C) Coping Techniques. Figure Set 17 illustrates the occurrence of the various ratings for the above subgroups of coping techniques.

Of the 1890 distractions which occurred during small group instruction, Table 7 contains data indicating 1375 were coped with using verbal techniques; 383 using nonverbal; and 132 using P & C.

The following statements highlight a few of the more noteworthy findings found in Table 7:

> As was the case for all instructional groups, nonverbal techniques took less time. Figure Set 17 illustrates the very large proportion of Rating 1 in the Nonverbal-TIME histograms (72% of the ratings were 1's). Median time values in Table 7 also indicate the time advantage of nonverbal techniques (1.2 vs. 1.4 vs. 1.8 for Nonverbal, Verbal and P & C, respectively).

> Likewise, the flow of instruction was less interrupted by nonverbal techniques. Contrasting the triad of histograms for FLOW in Figure Set 17, the proportion of Rating 2 in the middle histogram is noteworthy. These data indicate that the teacher was able to keep the distraction mainly to herself by using nonverbal techniques (53% of ratings were 2's). In each of the other two flow histograms, the majority of the ratings were 3's (minor distraction to both teacher and most students in the group). Hence, the teachers were somewhat isolating distractions by not calling attention to them verbally.

> The proportion of nonverbal techniques used by Level I teachers was more than Level II (Level I 204 of 805 or 25.3%, Level II 179 of 1085 or 16.5%). In other words, during small group instruction, Level I teachers coped nonverbally one-fourth of the time; while level II teachers used nonverbal techniques on only one-sixth of their distractions. The low median FLOW rating for Level I teachers (Md_F = 2.2, Table 7) further indicates that these teachers were somehow keeping the distraction coping linkages mainly at a Rating 2 level.

In summary of this section, nonverbal coping techniques took less time and interrupted the instructional flow less when compared to verbal coping techniques and other preventative or combination techniques. Distraction-coping linkages took more time during transitional time than during individualized, small group or large group instruction. Kindergarten teachers, even during large group instruction, were able to maintain the flow of instruction by isolating the distractions to themselves; as opposed to themselves and their kindergarteners. Finally, Level I teachers tended to have lower median ratings than Level II teachers for TIME and FLOW (no differences for ELIMINATION). The more frequent use of nonverbal coping techniques by Level I teachers partially accounted for the differences.

TABLE 7

MEDIAN EFFECTIVENESS RATINGS OF COPING TECHNIQUES
TEACHERS A-Z OBSERVATION 1-9
SMALL GROUP INSTRUCTION ONLY

GROUP	VERBAL				NONVERBAL				PREVENTATIVE & COMBINATION				ALL COMBINED			
	N	Md_T	Md_F	Md_E	N	Md_T	Md_F	Md_E	N	Md_T	Md_F	Md_E	N	Md_T	Md_F	Md_E
INDIVIDUAL TEACHER RANGE																
HIGHEST	-	1.9	3.2	1.4	-	1.5	3.0	1.2	-	2.2	3.8	1.3	-	1.8	3.2	1.3
LOWEST	-	1.2	2.0	1.0	-	1.1	2.0	1.0	-	1.1	2.0	1.0	-	1.2	2.0	1.0
LEVEL I	540	1.4	2.6	1.1	204	1.2	2.2	1.1	61	1.6	2.8	1.2	805	1.3	2.5	1.1
LEVEL II	835	1.5	2.9	1.2	179	1.3	2.6	1.2	71	1.9	2.9	1.2	1085	1.4	2.9	1.2
ALL TEACHERS COMBINED	1375	1.4	2.8	1.1	383	1.2	2.4	1.1	132	1.8	2.9	1.2	1890	1.4	2.7	1.2

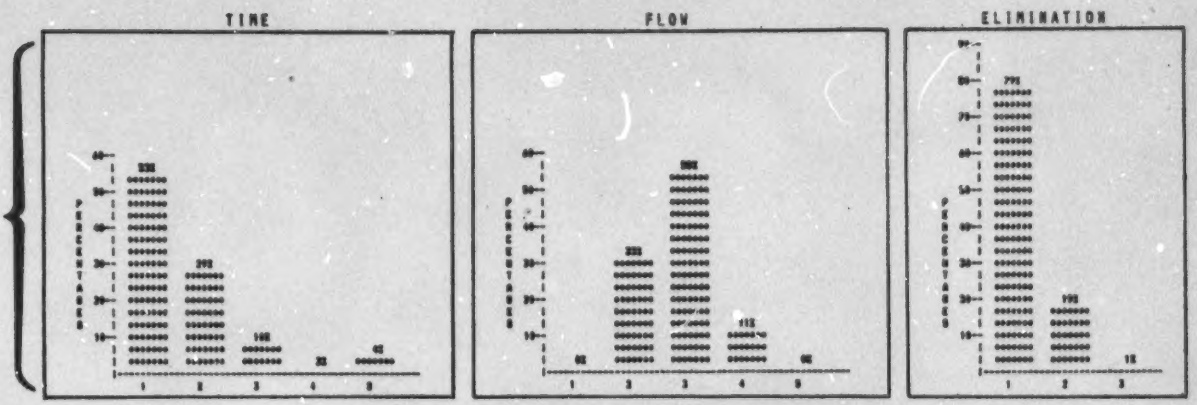
N = Number of Distractions
Md_T = Median Rating for TIME
Md_F = Median Rating for FLOW
Md_E = Median Rating for ELIMINATION

Verbal Coping Techniques are those techniques coded #11 through #19
Nonverbal Coping Techniques are those techniques coded #21 through #29
Preventative & Combination Techniques are those techniques coded #31 through #99

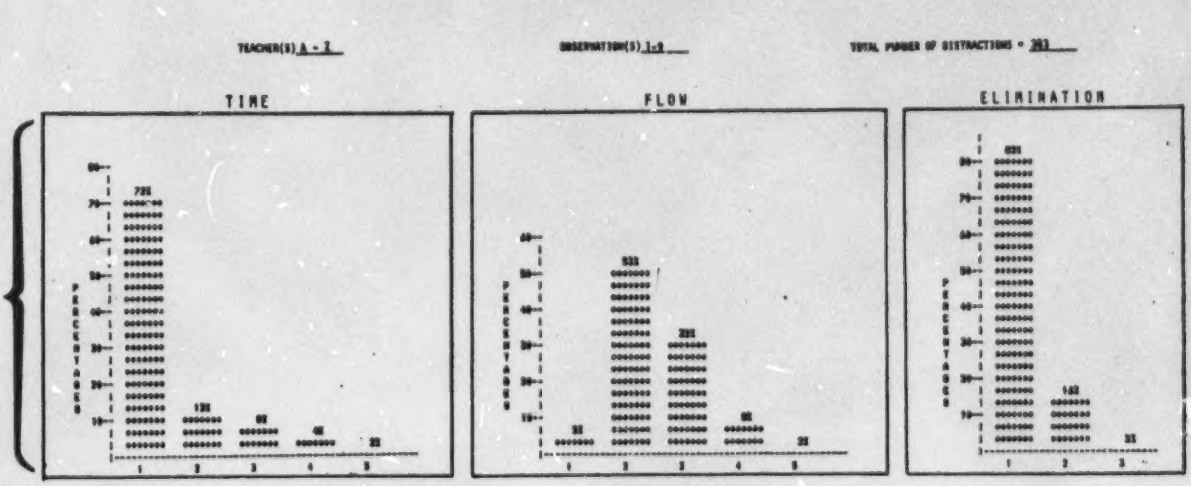
FIGURE SET 17

HISTOGRAMS OF EFFECTIVENESS RATINGS FOR VERBAL, NONVERBAL, AND OTHER COPING TECHNIQUES DURING SMALL GROUP INSTRUCTION

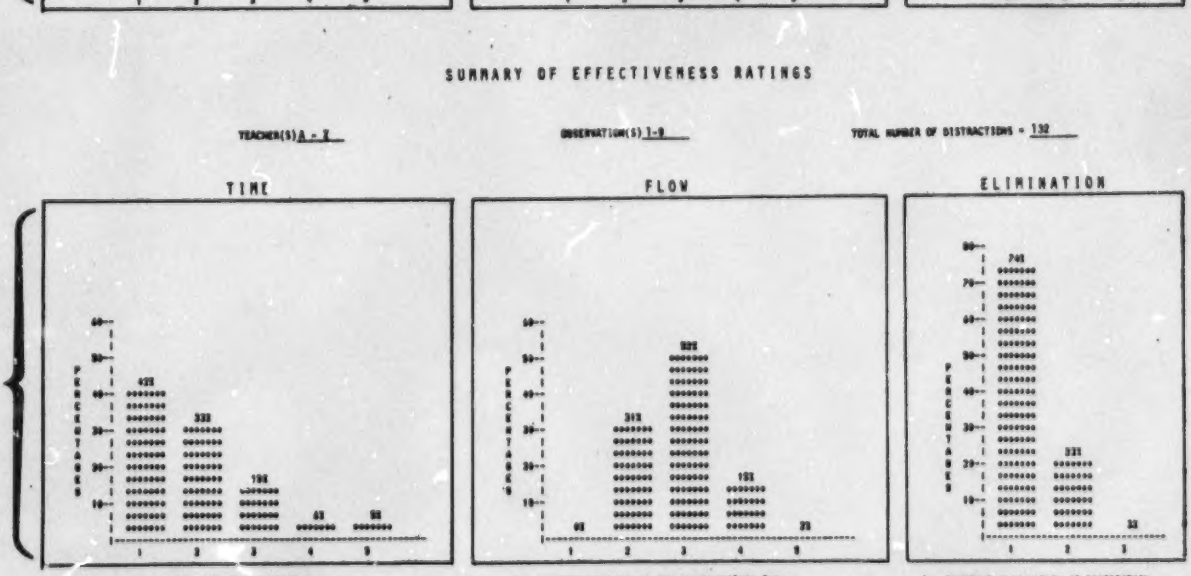
Verbal



Nonverbal



Preventative & Combination



1 = LESS THAN 5 SECONDS
2 = 6 - 10 SECONDS
3 = 11 - 20 SECONDS
4 = 21 - 40 SECONDS
5 = MORE THAN 40 SECONDS

1 = NO APPARENT BREAK IN THE INSTRUCTIONAL FLOW (DISTRACTION IGNORED)
2 = DISTRACTION MAINLY TO TEACHER; DOESN'T BOTHER STUDENTS
3 = MINOR DISTRACTION TO BOTH TEACHER AND MOST STUDENTS IN THE GROUP
4 = INSTRUCTION DISRUPTED, BUT TEACHER BRINGS THE GROUP BACK
5 = INSTRUCTION COMPLETELY DISRUPTED, VERY DIFFICULT OR NOT POSSIBLE TO BRING THE GROUP BACK TO TASK

1 = APPARENT ELIMINATION OF DISTRACTION
2 = DISTRACTION CONTINUES AT A REDUCED (ACCEPTABLE) LEVEL
3 = DISTRACTION CONTINUES AND TEACHER USES ANOTHER TECHNIQUE

INSTRUCTIONAL TIME LOSS

As was discussed in the Problem Context portion of this document, the amount of instructional time teachers lose to distractions was an important dimension this study sought to investigate. It was never the intent for observers to compromise the naturalistic nature of the study by using an engineer's time-study approach (i.e., stopwatches in hand, clicking on and off as distractions occurred and were coped with). Instead, data from the quantitative data and from the teachers' daily logs were to give estimates of time loss.

Table 8 provides a summary of the data obtained from these two data sources. The display of information is divided into the two major sets of data; quantitative data and teacher log data. The appropriate statistics are provided for each teacher, both levels of teachers, and for all teachers combined.

The Average Number of Distractions information was obtained by simply dividing the appropriate total number of distractions by the number of observations, nine. The length of each observation was obtained by inspecting the time of the last recorded distraction for each observation on the quantitative summary sheets and then adding one minute (figuring the observation did not end when the distraction started to occur). Hence, dividing by nine provided the Average Length of Observation statistic. The use of mid-range time estimated for the aggregated TIME ratings for each teacher (see summaries of effectiveness ratings in Appendices B, C, D and E) provided the total amount of time lost. Dividing by appropriate constants, the Average Time Loss statistic was calculated.

With respect to the Teacher Daily Log information, the sum of the teachers' time estimates (Question #7 of the Daily Log) was divided by the

TABLE 8

INSTRUCTIONAL TIME LOSS DUE TO DISTRACTIONS
BASED ON QUANTITATIVE DATA AND TEACHER DAILY LOG ESTIMATES

TEACHER / GROUP	INFORMATION BASED UPON QUANTITATIVE DATA				BASED ON TEACHER LOG	
	AVERAGE NUMBER OF DISTRACTIONS	AVERAGE LENGTH OF OBSERVATION (IN MINUTES)	AVERAGE TIME LOSS (IN MINUTES) MID-RANGE ESTIMATE	PERCENTAGE OF READING TIME LOST DUE TO DISTRACTIONS	AVERAGE TIME TEACHER'S ESTIMATE	PERCENTAGE OF READING TIME LOST DUE TO DISTRACTIONS
A	59.4	58	9.8	16.9%	6.5	11.2%
B	38.9	60	5.5	9.2%	8.1	13.5%
C	29.9	56	3.9	7.0%	8.3	14.8%
D	37.7	56	6.2	11.1%	5.3	9.4%
LEVEL I	41.5	57.5	6.4	11.1%	7.0	12.2%
W	60.8	60	14.2	23.7%	14.3	23.8%
X	50.0	61	7.7	12.6%	4.1	6.7%
Y	27.3	55	4.5	8.2%	7.8	14.2%
Z	34.0	58	3.3	5.7%	5.4	9.3%
LEVEL II	43.0	58.5	7.4	12.6%	7.9	13.5%
ALL TEACHERS	42.2	58.0	6.9	11.9%	7.5	12.9%

number of observations, nine, to provide each teacher's time loss estimate.

Inspecting the All Teachers set of data in Table 8, the following findings may be noted: There were more than 40 distractions per observation (42.2); the average observation took 58 minutes; average time loss was almost 7 minutes (6.9); and by quantitative data estimates, the percentage of time lost due to distractions was 11.9%; teachers' estimated an average time loss of 7.5 minutes which represented 12.9 percent of their reading time. [It should be mentioned at this time that the teachers' time estimates were frequently very rough (e.g., "between five and 10 minutes"). They were not expected to have accurate to-the-minute data. Hence, the reader is cautioned to not over-analyze these data.]

Regardless of which data source is referenced, the conclusion is that about one-eighth of reading instructional time is expended coping with distractions.

According to the quantitative data, the percentage of time loss due to distractions decreases as the grade level increases, except for Level I, Teacher D (open classroom environment). That is, Teacher A (16.9%) > Teacher B (9.2%) > Teacher C (7.0%), for Level I teachers; and Teacher W (23.7%) > Teacher X (12.6%) > Teacher Y (8.2%) . Teacher Z (5.7%), for Level II teachers.

Level I teachers' time loss percentage (11.1%) was slightly less than Level II teachers' percentage (12.6%).

One key conclusion, or perhaps it should be called a key insight, was provided by the IR & DT teachers as they reviewed their data. Their insight was that it probably would not be possible to reduce the time loss appreciably. They felt that 10 percent might be a realistic lower limit for primary grade classrooms. The teachers' insight was based upon the

consideration that the occurrence of most distractions is beyond the teachers control.

Their thinking went as follows. Many times distractions are a function of environmental conditions (e.g., rainy day, cramped classrooms, not enough personnel to meet the spontaneous needs of young children). Other distractions are a function of student characteristics (e.g., immature children needing reassurance and attention, hyperactive youths, the attention span and ease of distraction of others). Another reason distraction's happen is because teachers <u>want</u> some to occur (e.g., teachers want children to seek clarification at times, teachers expect some "working noise" in an open-classroom environment). It would be contradictory to some teachers' teaching style to try to shut-off all distractions.

In summary of this section, an average of 7 minutes was expended coping with distractions for each 58 minute observation. In other words, about one-eighth of each reading period in the primary classrooms of this study was devoted to distractions and their resolution. The teachers of this study doubt that the proportion of time loss can be reduced significantly, because most distractions are a function of student, environmental, and teacher-style factors over which the typical classroom teacher has little control.

BEFORE AND AFTER INTERVENTION INFORMATION

As has been mentioned earlier in this document, there were two information-sharing sessions which involved all eight teachers of the study, the trainer/developer, and the researcher. The IR & DT team called these sessions the Intervention Phase. It should be clarified that the purpose of these sessions was <u>not</u> to provide a pre-post intervention

contrast (as evidenced by changes in quantitative and ethnographic data). Instead the primary purposes of these information sharing meetings were to review the data collected, to explore potential inservice training/developmental activities, and to consider/encourage changes in coping techniques. Hence, the degree of receiptivity of the teachers to the data collected in their classrooms was of primary interest to the trainer/developer (see *The Inservice Training Report*) and the researcher.] Three observations occurred after the intervention. Quantitative and ethnographic data were collected as in Observations 1-6, and each teacher continued to keep her daily log. The data sets and teacher insights were reviewed to determine the degree the teachers' increased awareness of distractions impacted them.

Distractions

Table 9 contains data aggregated for all eight teachers which illustrate the percentage of distractions occurring before and after the intervention. The column headings are the same as used in Table 1 (in the Distraction Section). The row of data at the bottom of Table 9, titled DIFFERENCE indicates the difference in the percentages for each column's data (i.e., Observations 7-9 data minus Observations 1-6 data). Hence, a "+" sign indicates an increase in the percentage of occurrence of a distraction during Observation 7-9, when compared to the pre-intervention Observations 1-6.

Figure 18 contains a histogram illustrating the percentage of occurrence of the distractions which occurred most frequently. The data do not appear to be very different when contrasting before and after intervention distractions. Distraction #11 increased 2.1 percent (24.0 to 26.1), Distraction #13 up 3.0 percent (12.8 to 15.8), and some others

TABLES 9 & 10

PERCENTAGE OF DISTRACTIONS OCCURRING BEFORE AND AFTER INTERVENTION

TEACHER / GROUP	DISTRACTIONS																
	STUDENT GENERATED									SCHOOL GENERATED		IRREGULAR OCCURRING		SUB TOTAL	SUB TOTAL	SUB TOTAL	SUB TOTAL	SUB TOTAL
	11	12	13	14	15	16	17	18	19	21	25	41	42	11-19	21-29	31-39	41-49	51-59
OBSERVATIONS 1-6	24.0	3.2	12.8	10.7	16.5	14.8	2.4	3.2	.9	1.3	3.4	1.4	1.9	88.4	6.8	.3	4.6	.0
OBSERVATIONS 7-9	26.1	2.6	15.8	9.3	15.5	13.9	2.3	4.5	.8	.8	4.1	1.0	1.0	91.0	5.8	.5	2.7	.0
DIFFERENCE*	+2.1	-.6	+3.0	-1.4	-1.0	-.9	-.1	+1.3	-.1	-.5	+.7	-.4	-.9	+2.6	-1.0	+.2	-1.9	.0

PERCENTAGE OF COPING TECHNIQUES UTILIZED BEFORE AND AFTER INTERVENTION

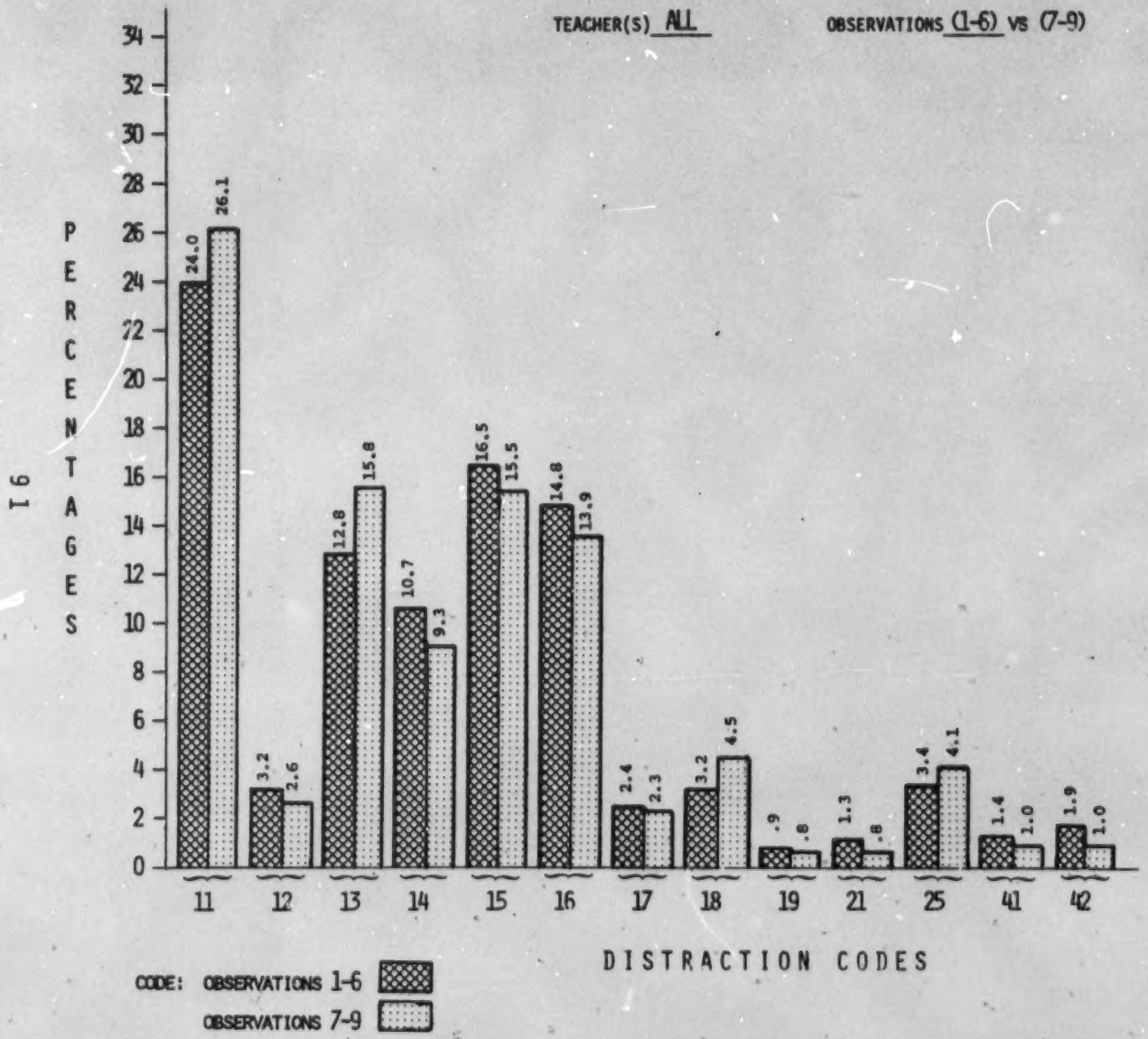
TEACHER / GROUP	COPING TECHNIQUES																		
	VERBAL									NON VERBAL				PREV.		COMB.	SUB TOTAL	SUB TOTAL	SUB TOTAL	SUB TOTAL
	11	12	13	14	15	16	17	18	19	21	23	25	27	34	36	52	11-19	21-29	31-39	51-99
OBSERVATIONS 1-6	46.9	2.2	8.8	2.7	2.2	3.3	1.5	2.0	1.6	10.3	1.7	1.7	4.7	1.3	1.3	2.8	71.3	19.5	3.4	5.7
OBSERVATION 7-9	50.5	1.8	9.0	1.1	1.7	3.8	1.4	1.5	2.6	10.0	1.3	2.7	4.6	.8	1.3	1.4	73.3	20.6	2.4	3.7
DIFFERENCE*	+3.6	-.4	+.2	-1.6	-.5	+.5	-.1	-.5	+1.0	-.3	-.4	+1.0	-.1	-.5	.0	-1.4	+2.0	+1.1	-1.0	-2.0

*A "+" sign indicates an increase in use from Observations 1-6 to Observations 7-9, while a "-" sign indicates a decrease.

FIGURE 18

DISTRACTION PROFILE

TEACHER(S) ALL OBSERVATIONS (1-6) VS (7-9)



DISTRACTION CODES

11. STUDENTS VERBALLY INTERRUPTING THE TEACHER
12. STUDENT SEEKING CLARIFICATION
13. STUDENT-STUDENT INTERACTIONS WHICH ARE DISRUPTIVE
14. GENERAL STUDENT NOISE
15. STUDENTS NOT CONCENTRATING ON CLASSROOM ACTIVITIES (NOT ON TASK)
16. STUDENT'S PHYSICAL POSITION OR LOCATION
17. STUDENT INTENTIONALLY ATTEMPTING TO DISRUPT INSTRUCTION OR CHALLENGE RULES
18. PHYSICAL DISORDERS TO THE CLASSROOM ENVIRONMENT OR TO STUDENTS
19. OTHER (STUDENT GENERATED)
21. SENSORY DISTRACTIONS
25. TEACHER CREATES DISTRACTION
41. UNEXPECTED VISITORS
42. COMMUNICATIONS TO THE TEACHER

decreased slightly (Distractions #14, #15, and #16; about one percent each). [Some fluctuations were found in some distraction categories when the data were analyzed at the individual teacher level, but this information is not discussed in this document. For the reader wishing to review such data, there are four teacher case studies which are part of a cluster of IR & DT reports. These case studies describe in detail the occurrence of distractions before and after intervention.]

Hence, in summary of distractions, there were only minor differences in the relative occurrence of distractions before and after the intervention, when analyzing aggregated-group data.

Coping Techniques

During the intervention sessions, review of the data indicated that some coping techniques appeared more effective (with respect to TIME, FLOW, and ELIMINATION), when appropriately used. [A more complete description of these techniques and the process involved in the intervention session may be found in *The Evolution of the Study* document.] A few coping techniques which received good ratings were Coping Techniques #11, #21 and #25.

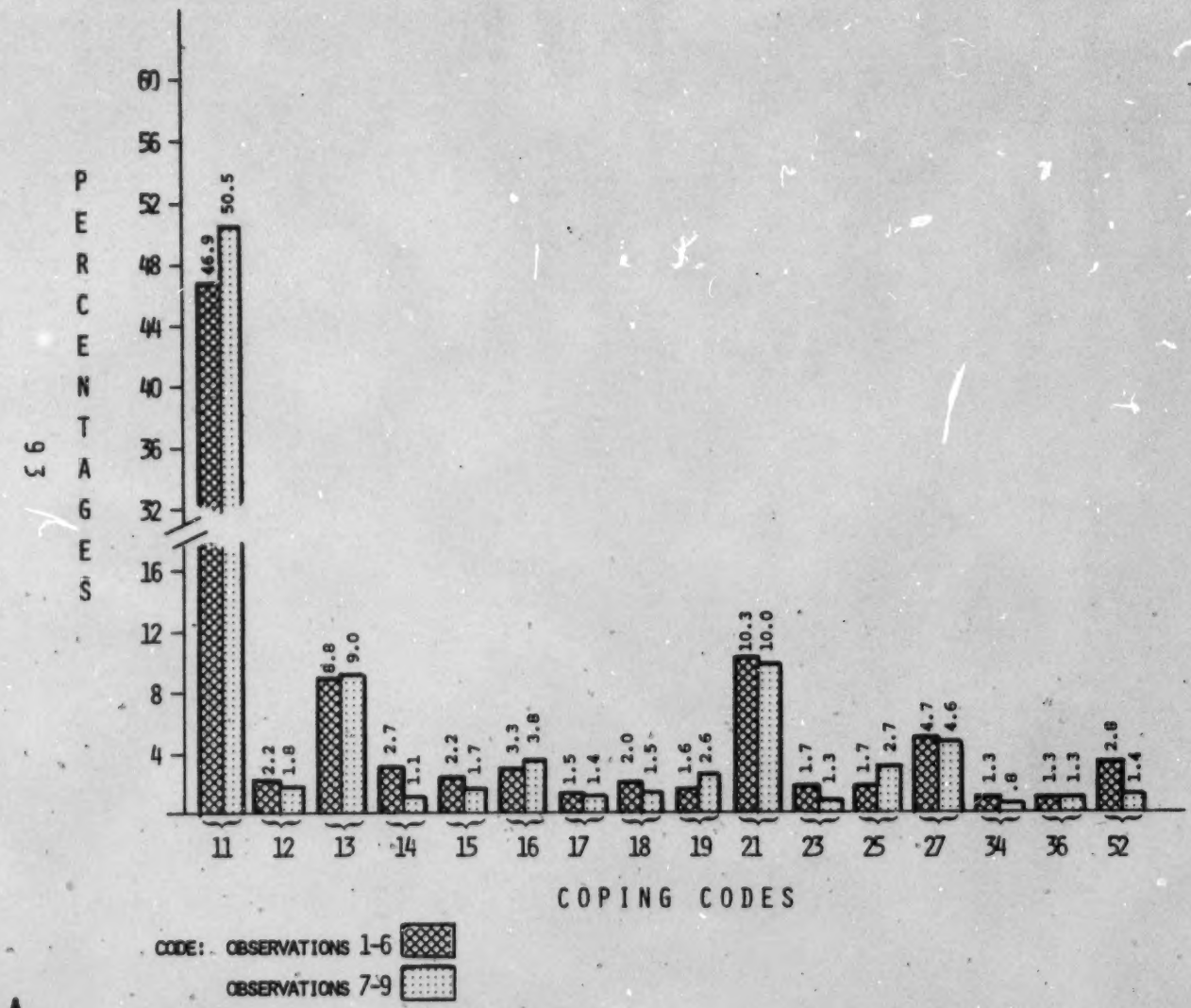
One technique which seemed to be taking much more time was Coping Technique #13, REMINDING STUDENTS OF RULES. Teachers discussed this point during intervention, and decided that there were occasions when it was necessary to spend the additional time when Coping Technique #13 was apparently required. Coping Technique #14 also seemed to take more time and interrupt the instructional flow on many occasions.

The table containing summary statistics regarding the relative frequency of the various coping techniques, Table 10, may be found below Table 9. Figure 19 illustrates these data. Again, as was the case with

FIGURE 19

COPING PROFILE

TEACHER(S) ALL OBSERVATIONS (1-6) VS (7-9)



CODES FOR COPING TECHNIQUES

11. TEACHER GIVING DIRECT COMMAND OR INSTRUCTION (TELLING)
12. TEACHER COMPLIMENTING POSITIVE BEHAVIORS OR ACTIONS — AS AN EXAMPLE OF ACCEPTABLE ACTIVITIES
13. TEACHER CLARIFYING OR REMINDING STUDENTS OF RULES (HOW IT SHOULD BE)
14. TEACHER SOLICITING STUDENTS TO A BEHAVIOR CHANGE BY USING VARYING VOICE TECHNIQUES
15. TEACHER USING VARYING PATTERNS OR CLUES TO GAIN STUDENT ATTENTION
16. TEACHER DIRECTING STUDENT TO ANOTHER PERSON OR LOCATION
17. TEACHER PUTTING DISTRACTION ON HOLD
18. TEACHER TELLING HOW A TASK CAN BE ACCOMPLISHED
19. OTHER (VERBAL)
21. TEACHER USING BODY LANGUAGE, GESTURES AND/OR FACIAL EXPRESSIONS
23. TEACHER PHYSICALLY REDIRECTING STUDENTS' ATTENTION
25. TEACHER IGNORING DISTRACTION (AFTER EXHIBITING AWARENESS OF THE DISTRACTION)
27. TEACHER PHYSICALLY RESOLVES DISTRACTION ("FIXES IT")
34. TEACHER USING OTHER ADULTS IN THE CLASSROOM TO COPE WITH OR TO PREVENT DISTRACTIONS
36. TEACHER USING STUDENTS TO HELP RESOLVE DISTRACTIONS
52. COPING CODES 11 AND 21 COMBINED

the distraction data there seemed to be no substantial shifts in the coping techniques utilized.

There were some minor changes. Coping Technique #11's percentage of occurrence increased after intervention by 3.6 percent (46.9 to 50.5 percent). Coping Technique #14 decreased from 2.7 percent to 1.7 percent. Even though each of these changes (as indicated by the quantitative data) was minor, their changes appeared in the "desired direction." That is, Coping Technique #11, which the IR & DT group concluded had generally good effectiveness, increased in occurrence. Coping Technique #14, which the IR & DT group found to be time consuming and interruptive of the instructional flow, decreased in percentage of occurrence, slightly.

It is interesting to note that Coping Technique #21, which was discussed with much favor during the intervention, did not increase in use (actually, decreased slightly from 10.3 to 10.0 percent). This finding surprised the IR & DT teachers as they analyzed their data for their case studies. Many of the teachers had conscientiously started (after the intervention) to use subtle signals with students to clue them of inappropriate behaviors. As a matter of fact, these teachers reported that they were impressed by the apparent level of success that they were encountering by using nonverbal signals. Two examples of the teacher's perceptions were reported in their tape-recorded Daily Logs (Question #3):

> *My most successful coping technique today. I have been really pleased the last two days with Keri. She and I had worked out a little signal that I wanted to try to use with her and I discussed it with her yesterday morning before school and it worked really well yesterday and it worked really well today and she just really is responding to it. When I see her not taking care of herself or attending to her task or just wiggling all over the place I just scratch my nose a little bit and look her right in the eye and she just settled right down when I've done it. I had to do it the last couple days and she just seems to be wanting to try harder and to have more self control so I really feel that the signal has worked well with her the last couple days.*

My most successful coping technique today. I used my signal technique with Earl. I have been using the technique with Earl for about a week. I thought possibly my signal technique was running out, that it had lost its excitement and its effectiveness. It did not work too well yesterday, but today it did work. I kind of sloughed off and after a couple of times using this tactic I said ah this isn't working well I have got to think of something new. Well today I tried it anyway and I found that it did work with Earl. It keeps me from having to keep calling his name out, bringing attention to his bad behavior and it is a positive way to let Earl know that he is not behaving like he should be and it doesn't distract everyone else that is trying to do their reading with me.

A hypothesis was conjectured by the IR & DT team to explain the lack of increase in Coping Technique #21, as reflected by the quantitative data. It went as follows: Since the observers (quantitative and ethnographic) were intentionally not informed of the coping techniques which the teachers planned to use (emphasize) during the post-intervention phase, and since the signal technique embedded in Coping Technique #21 was frequently very subtle (e.g., a quick wink, a tug of an earlobe), the coping technique was missed. That is, the distraction-coping linkage was not as frequently recorded by the quantitative observer as it should have been.

For the reader who wishes to analyze before and after coping technique data, two sources are recommended. First, there are four teacher case studies which give detailed descriptions of this information; complemented by several teacher insights. Also, for coping technique data, there are two tables in Appendix A which provide information by teacher and by teacher group.

In summary of this Intervention Section, the following findings were noted:

> There were only minor percentage changes in the occurrence of the various kinds of distractions (when comparing before and after intervention data).

Although there were slight changes in the percentages of utilization of some coping techniques (e.g., Coping Techniques #11 & #14), the total group's aggregated coping profiles were similar for before and after intervention.

Teachers in the study indicated that some subtle coping techniques (e.g., Coping Technique #21), which they knew they had used, were sometimes not recorded by the observers.

LEVEL I & LEVEL II TEACHER INFORMATION

Introduction

The primary purpose of the inclusion of the four Level II teachers was to expand the data base. There were conjectures from a variety of sources that similarities in distractions and coping techniques would be noted between Level I and Level II teachers. Many people believed that inevitably there also would be differences between the two group's data -- due mainly to the Level I teachers intense involvement in the study. The basis for these later conjectures was the consideration that Level I teachers would perhaps be more "tuned-in" to distraction coping. In addition, some people hypothesized the equivalence of receptivity of the two groups, Level I and Level II teachers, during the intervention stage would be different.

Since the sample size was so small (two teachers per grade level), it would be presumptuous to attempt any detailed analysis. Also an ethical issue arises, since Level II teachers were told they were included to expand the data base; not to function as a "comparison group." Many of the questions of similarities and differences actually came from Level II teachers. Because of this interest, data have been reduced and displayed frequently by teacher level. But no extensive by-level analysis has occurred. For those interested, Appendix A provides reduced data for Level I and Level II teachers separately, which include:

Distraction Profiles
Coping Profiles
Frequency of Linkage Displays
Summary of Effectiveness Ratings Histograms, and
Before and After Intervention Data for Coping Techniques

It should be mentioned again, that Appendices B, C, D and E also provide the corresponding data for Teachers A & W, B & X, C & Y, and D & Z, respectively. The reader is invited to review these data.

A few general findings which have been noted earlier in this document follow:

Level I and Level II distraction profiles were very similar. The greatest variation for level-aggregated data was 2.0 percent for any distraction.

The four most pronounced coping techniques for both teacher groups were the same (Coping Techniques #11, #13, #21 and #27). The major difference in coping utilization was that Level II teachers used Coping Technique #11 13.9 percent more than Level I teachers (54.8 and 40.9 percents, respectively). On the other hand, Level I teachers used Coping Technique #21 almost twice as much as Level II teachers (13.5 and 7.0 percents, respectively). Another coping finding was that Level I teachers apparently used a larger variety of coping techniques than Level II. That is, in the coping categories other than Coping Technique #11 which were used more than one percent of the total (there were 15 of them), Level I teachers had higher utilization percentages than Level II teachers in 11 of them.

Regarding TIME, FLOW and ELIMINATION ratings, the aggregated histograms (see Appendix A) were similar for TIME and ELIMINATION, but Level I teachers were rated more "effective" in the FLOW indicator. This last finding is illustrated by the percentages of Ratings 2 & 3. Level I (48% of Rating 2 and 39% Rating 3) compared to Level II (38% of Rating 2 and 49% Rating 3); in essence this means that Level I teachers were more successful in keeping the distractions from also impacting their students (Rating #3).

The reader is reminded that many other findings and insights may be found in the teacher case studies.

SUMMARY OF FINDINGS

This section is included to provide the reader a single location in which the most significant findings are summarized. No findings, other than those expressed in each of the preceding seven sections, are listed. The reader who has reviewed each of the preceding sections may choose to skip this summary, and jump to the discussion of the emerging model for coping with classroom distractions.

The findings below are listed under the heading of the section in which they were discussed.

Distractions

- Many distractions occurred in primary grade classrooms during reading instruction. Nearly one distraction occurred per minute of instruction.
- Distractions were mainly from Student Generated sources (89.2%) as opposed to School Generated (6.4%) -- although a School Generated Distraction typically took more time.
- Distraction Profiles were similar for primary grade level classrooms; especially true for grade level counterparts.
- A few children (typically 3 or 4 per classroom) accounted for the majority of distractions in those classrooms.

Coping Techniques

- TEACHER GIVING A DIRECT COMMAND OR INSTRUCTIONS (TELLING) to a student who was causing a distraction was by far the most common coping technique (Coping Technique #11, 48.0 percent).
- More than 70 percent of the distractions were coped with by ongoing verbal coping techniques (71.9 percent). Nonverbal coping techniques accounted for another 19.9 percent.
- The higher the grade level, the more frequently the teachers used directive coping (Coping Technique #11).
- The higher the grade level, the less frequently the teachers reminded the students of classroom rules (Coping Technique #13).

- Level II teachers used Coping Technique #11 (GIVING A DIRECT COMMAND OR INSTRUCTIONS) much more than did Level I teachers (54.8 vs. 40.9 percents, respectively). Conversely, Level I teachers used the nonverbal Coping Technique #21 (USING BODY LANGUAGE AND GESTURES) more frequently than did Level II teachers (13.5 vs. 7.0 percents, respectively).

- Level I teachers appeared to use a wider range of coping techniques than did Level II teachers.

- It was noted by the IR & DT teachers that there were occasions in which coping techniques were miscoded. The higher inferential nature of the coping classification system (as compared to the distraction classification system) was acknowledged.

Distraction Coping Linkages

- Most of the linkages were associated with student-generated distractions which were coped-with by verbal techniques (67.1 percent).

- Typically, a distraction and the corresponding coping technique exercised took under ten seconds; distracted the teacher and the group of students she was working with only slightly; and the distraction was fully eliminated.

- Several findings regarding the apparent effectiveness of certain specific linkages were discussed in the Linkage Section. Since linkage effectiveness would be obviously mediated by contextual factors (e.g., environment, children, teacher) no such summary of findings was provided. [Instead, readers were encouraged to review the data using their own contextual filters.]

Further Analyses of Linkage Effectiveness

- Nonverbal coping techniques took less time and interrupted the instructional flow less when compared to verbal coping techniques and other preventative or combination techniques.

- Distraction coping linkages took more time during transitional time than during individualized, small group or large group instruction.

- Kindergarten teachers, even during large group instruction, were able to maintain the flow of instruction by generally isolating the distractions to themselves; as opposed to themselves and their kindergarteners.

- Level I teachers tended to have lower median ratings than Level II teachers for TIME and FLOW (no differences for ELIMINATION). The more frequent use of nonverbal coping techinques by Level I teachers partially accounted for the differences.

Instructional Time Loss

- An average of 7 minutes was expended coping with distractions for each 58 minute observation. In other words, about one-eighth of each reading period in the primary classrooms of this study was devoted to distractions and their resolution. The teachers of this study doubt that the proportion of time loss can be reduced significantly, because most distractions are a function of student, environmental, and teacher-style factors over which the typical classroom teacher has little control.

Before and After Intervention Information

- There were only minor percentage changes in the occurrence of the various kinds of distractions (when comparing before and after intervention data).

- Although there were slight changes in the percentages of utilization of some coping techniques (e.g., Coping Techniques #11 & #14), the total group's aggregated coping profiles were similar for before and after intervention.

- Teachers in the study indicated that some subtle coping techniques (e.g., Coping Technique #21), which they knew they had used, were sometimes not recorded by the observers.

Level I & Level II Information

- Level I and Level II distraction profiles were very similar. The greatest variation for level-aggregated data was 2.0 percent for any distraction.

- The four most pronounced coping techniques for both teacher groups were the same (Coping Techniques #11, #13, #21 and #27). The major difference in coping utilization was that Level II teachers used Coping Technique #11 about 14 percent more than Level I teachers (54.8 and 40.9 percents, respectively). On the other hand, Level I teachers used Coping Technique #21 almost twice as much as Level II teachers (13.5 and 7.0 percents, respectively).

- Regarding TIME, FLOW and ELIMINATION ratings, the aggregated histograms were similar for TIME and ELIMINATION, but Level I teachers were rated more "effective" in the FLOW indicator.

There are many additional findings which are embedded in the data of this study. The writer of this document has chosen to highlight only those he believed most significant. Naturally, some findings which others believe are as important (or more important) may also be found. For this reason, the writer has attempted to provide most of the relevant quantitative data (in a reduced form) in the appendices for anyone wishing to do further analysis.

122

AN EMERGING MODEL

FACTORS INFLUENCING CLASSROOM DISTRACTIONS

The literature reviewed earlier in this document regarding the learning process, and the findings of this study suggest an emerging model of the nature in which teachers cope with classroom distractions. These sources of information imply a conceptual framework for the coping techniques teachers use and the techniques' relationship to other classroom variables. Both classroom distractions and the coping techniques utilized by teachers are impacted by student, teacher, and environmental factors. The outcomes of the learning process are affected by the interaction of these three sets of variables.

The model presented in this section is heavily influenced by interrelationships between student, teacher, and environmental factors. It is further hypothesized that these factors will affect whether a particular event will be envisioned as a distraction, as well as the kinds of coping techniques the teacher will use. For example, not only do students have certain characteristics (e.g., ability, aptitude, attitude, level of motivation) which influence their relationship to the teacher, but some of these characteristics are further impacted by the interaction of teacher-environmental factors (e.g., the teacher's style and her use of classroom management skills with respect to grouping of students; arrangement of material resources; degree of individualization; etc.). Student, teacher, and environmental factors may function independently, as well as being mediating variables which influence the learning process. They essentially circumscribe the whole process.

Some of the characteristics of students, teachers, and the environment are stable while others are situational or temporary. A teacher's

tolerance on a given day is a variable. However, a teacher may be characterized in terms of her/his overall style and management skills which are relatively stable over time. For example, a teacher may be considered "easy going" and relatively tolerant of classroom noise. On a given day, however, the teacher may not have a high degree of distraction tolerance. Therefore, the general noise level of the students in the classroom may be a distraction on one day but not on another.

The characteristics of students, teachers, environment, and their interaction, influence the types of events as well as mediate their perception as potential distractions. The teacher's classroom style and management skills may prevent some potential distractions from occuring and, on the other hand, encourage others. For example, some teachers will encourage student-to-student interaction (perhaps based on pedagogical reasons or some other rationale) which will generate a higher classroom noise level. If the noise level becomes a problem then the teacher will react to it with some coping technique. Noise level as a potential distraction is also affected by the characteristics of the student in terms of maturity, attention span and the degree to which the student knows and understands the rules.

Environmental factors might affect noise level too. An open classroom, for example, may be more conducive to the free movement of students and their interaction, and therefore, generate a higher noise level than a contained classroom. That is, the teacher may not allow the students to interact as freely, or perhaps the students might have to ask permission to leave their seats in the contained classroom. In this case, the structure of the classroom environment might promote many student interruptions of the teacher as students asks permission to leave their desks to get materials.

THE OPERATION OF THE MODEL

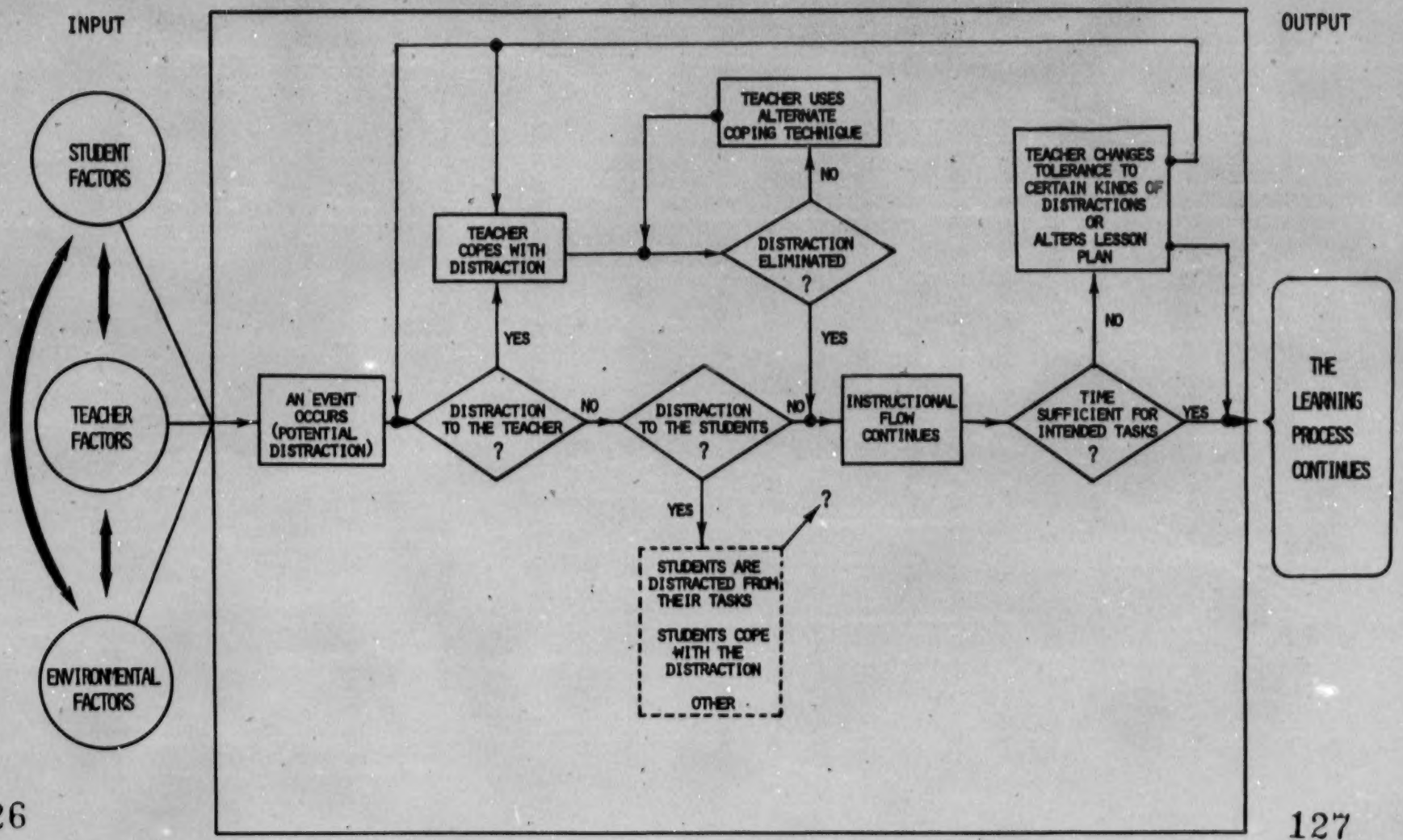
In the contextual framework of the factors described above, a model of classroom teachers coping with distractions is graphically presented in Figure 20. Two "sample runs through the model" may assist the reader in understanding its operation.

Let a hypothetical event occur, such as an eager child answering a question directed to another student. The first two considerations of the model are whether or not this event constituted a distraction (Did the event, and any subsequent coping technique, take the teacher and/or her students off their intended instructional tasks?). If the student's eagerly answering out did not interrupt the intended instructional task then instructional flow continues (next box). The next consideration occurs very subtley within the teacher's thinking process (*How are things going? Am I on my time schedule to complete the lesson I have planned?*). If an affirmative response answers this time consideration then the learning process continues; at least until the next event occurs. In this instance, the event went directly through the model.

The next hypothetical event takes a more circuitous journey. Using the same action as the sample event (student answering out of turn), if this does distract the teacher then she chooses to cope with it. From her coping arsenal she selects and utilizes a coping technique (with the selection and manner of use influenced by student, environmental, and teacher factors). The next consideration is does the selected coping technique (e.g., *Jane, you're not suppose to answer when it's someone else's turn.* Coping Technique #13, REMINDING STUDENT OF RULES) eliminate the distraction? If yes, the instructional flow continues. If not, the teacher would then use the same or an alternate technique, until the distraction was eliminated.

FIGURE 20

A MODEL OF TEACHERS COPING WITH CLASSROOM DISTRACTIONS



104

Once the instructional flow continues, the teacher considers the status of her lesson plan in the context of her intended time allocation. If she determines that insufficient time remains, she may take two courses of action. She may alter her lesson plan by revising her plan (e.g., *OK, let's move on. Cindy and Charlotte you will get your turns tomorrow when we do the words ending in "ED".*) An alternate course of action is that the teacher may change her distraction tolerance and how she copes. That is, a teacher may, during the last twenty-seconds of a lesson, tolerate an event (e.g., student out of his chair) which fifteen minutes earlier she would not tolerate. Also influenced by the time consideration is her selection of coping techniques. If the teacher is "running out-of-time," and if she chooses to cope, she may select a technique which is believed to be quick (e.g., *Sit down, David.* Coping Technique #11, DIRECT COMMAND).

The number and nature of the "side-trips" taken obviously influence the outcome of the coping model, the continuance of the learning process. The three sets of contextual factors (student, teacher, and environment) influence all of what occurs within the model.

One tangential journey which has not been discussed is represented by the dashed box in the lower portion of Figure 20. If a teacher tolerates (or is not aware of) an event which <u>does distract the students</u>, then other actions and considerations probably occur before the instructional flow continues. This important side-trip was not within the focus of this study. Its investigation merits consideration. Since the student often does not have control over the instructional flow, there is little he or she can do (except, perhaps to involve the teacher in order to eliminate the distraction). However, the student does have some degree of control over environmental conditions, and it is hypothesized that students have their own sets

of coping techniques to use if they want to get back on task.

KEY ELEMENTS AND UNDERLYING ASSUMPTIONS

The key elements in the coping with classroom distractions model are the elimination of distractions through effective coping techniques in an attempt to maintain a continuous flow of instruction, thereby minimizing the time loss due to distractions. This study has isolated, analyzed, and discussed several distraction-coping linkages with respect to these elements (TIME, FLOW, ELIMINATION). In some cases preventative coping techniques were effective. Many of these preventative techniques (e.g., rearrangement of learning centers, delegating selected tasks to aides) can be adapted to a teacher's style and management skills. Other distractions were effectively eliminated by the teacher using ongoing techniques (e.g., a direct command, a gesture, touching a student's shoulder, ringing a bell).

If the three main input factors of the model (student, teacher and environmental) were analyzed in terms of distractions and coping techniques, there appears to be several clearly defined "assumptions." First, it is a given that there are variations or differences between students. These variations may be in the form of motivation, ability, socio-ecomonic status, attention span, maturity, interests and many other social and personal characteristics. While some of these variables can be "controlled" in a given classroom (by age grading, tracking, ability grouping) most are beyond the control of the teacher and cannot be changed.

Second, there are variations in environments or classroom structures. Some classrooms may be open and flexible, while others may be contained within fixed structures. While there may be many similarities and a high degree of overlapping, curricula in various schools may vary, as well as the way students are grouped. The degree to which the teacher has control

over environmental factors varies from school to school and even classroom to classroom. Many times a teacher has little control over the grouping of students, or whether she/he will have an open or contained classroom.

Third, there are variations among teachers in terms of their style of teaching and their management skills in the classroom. While one's style of teaching may reflect the teacher's personality and philosophy of education (which is often resistant to change), almost any teacher can encorporate new management skills in the form of coping techniques into her/his arsenal (as long as the techniques are compatible with the teacher's style and beliefs).

Because of the variation in teachers, students and classroom environments it is difficult (impossible) to isolate specific techniques which will work in all cases. The main objective of this study is to make teachers aware of the factors involved and those distractions which may be coped with effectively. Finally, there is an underlying assumption that *TO CHANGE* is difficult. However, the first step in a process of change is an awareness of the need for change. There is a relationship between time and learning. If the teacher can become aware of effective coping techniques which maximize the time a student has for learning then the student should learn more. Providing teachers a non-threatening, non-evaluative means of becoming aware of their classroom distractions and how they cope is the key to initiating the change process.*

*The reader is directed to the document, *The Inservice Training Report*, which details the San Diego IR & DT team's effort in this regard.

CONCLUSIONS

This section is not intended to be an extensive rephrasing of findings presented earlier. Instead, this section provides a brief general synthesis of key findings found in this document, augmented by other related findings and insights which the San Diego IR & DT team has noted during this investigation.

The study's 72 observations were conducted during reading instruction in eight primary grade classrooms. It was found that there were many distractions occurring, regularly. In some classrooms, distractions were occurring at a rate of one per minute.

The kinds of distractions which occurred in the eight classrooms were found to be very similar; especially when comparing grade level counterparts (e.g., Teachers A & W, both kindergarten teachers). The eight teachers of the study used similar coping techniques, but the frequency of use and the manner of utilization seemed to relate to the teachers' management styles. Many of the differences in coping technique utilization were also related to other contextual factors (students and environments).

Certain distraction-coping linkages tended to be more effective than others. For example, some nonverbal techniques were quick and did not break the instructional flow. But it is important to realize that no specific coping technique can be looked upon as the panacea for solving distractions. The effectiveness of the various coping techniques must be considered in the context of other factors (student, teacher, and environmental).

The teachers in the study were receptive to intervention information. They found some changes easy to incorporate (e.g., additional pencils and erasers resolved one set of distractions, rearrangement of classroom furniture assisted in reducing the occurrence of other distractions). Other

changes in the use of coping techniques were not too difficult to incorporate with conscientious effort (e.g., using a signal to clue a child that her/his actions were inappropriate, directing students to aides for certain kinds of assistance). Other new coping techniques were very difficult, or not possible, to incorporate into the teachers' coping styles (e.g., not reminding a child of classroom rules; even though the teacher knew the technique was taking more time and that the student already knew the rule). This set of conclusions, with respect to incorporating new coping techniques, was expressed in one of the teacher's case studies as follows:

> Teacher C made plans to attempt to change a variety of problems in her room. She found it much easier to change physical or management items than to attempt to change portions of her teaching style. It took a much more conscious effort to incorporate any new techniques that were discussed during the intervention into her teaching style.

Some additional conclusions relate to strengths and weaknesses of the research methods. One strong point was the complementary nature of the qualitative and quantitative data sources. These two sources tended to validate many findings, which independently might have not been noted. Actually, some of the weaknesses in the data collecting procedures were uncovered by the power of the quantitative-qualitative design. An example was that teachers were aware that some subtle coping techniques were not coded (e.g., Coping Techniques #21 and #25), and others were miscoded (e.g., teacher says something which is really reminding of rules, but the quantitative observer thought it was a direct command -- "Janice, you should be at the writing activity center.")

Other weaknesses which the IR & DT team has discussed are related to the classification systems. It would be preferable to split Distraction #11 into two or three subsets, and it seems imperative that Coping Tehcnique #11 be divided into two or three subordinate directive actions.

Also, the outcome indicator of ELIMINATION should have been spread across a five-level continuum, instead of only three (e.g., totally resolved distraction, distraction mostly resolved, distraction level now tolerable, teacher repeats same coping technique, teacher used an alternate coping technique). The three-level continuum used for this investigation did not get an appropriate spread in elimination effectiveness.

A final conclusion relates to a dimension of the model which this study was unable to pursue due to limited resources. More attention should be given to student actions and how students react to certain distractions. Especially, what do students do when they are distracted, but the teacher is not. This issue is certainly worthy of investigation.

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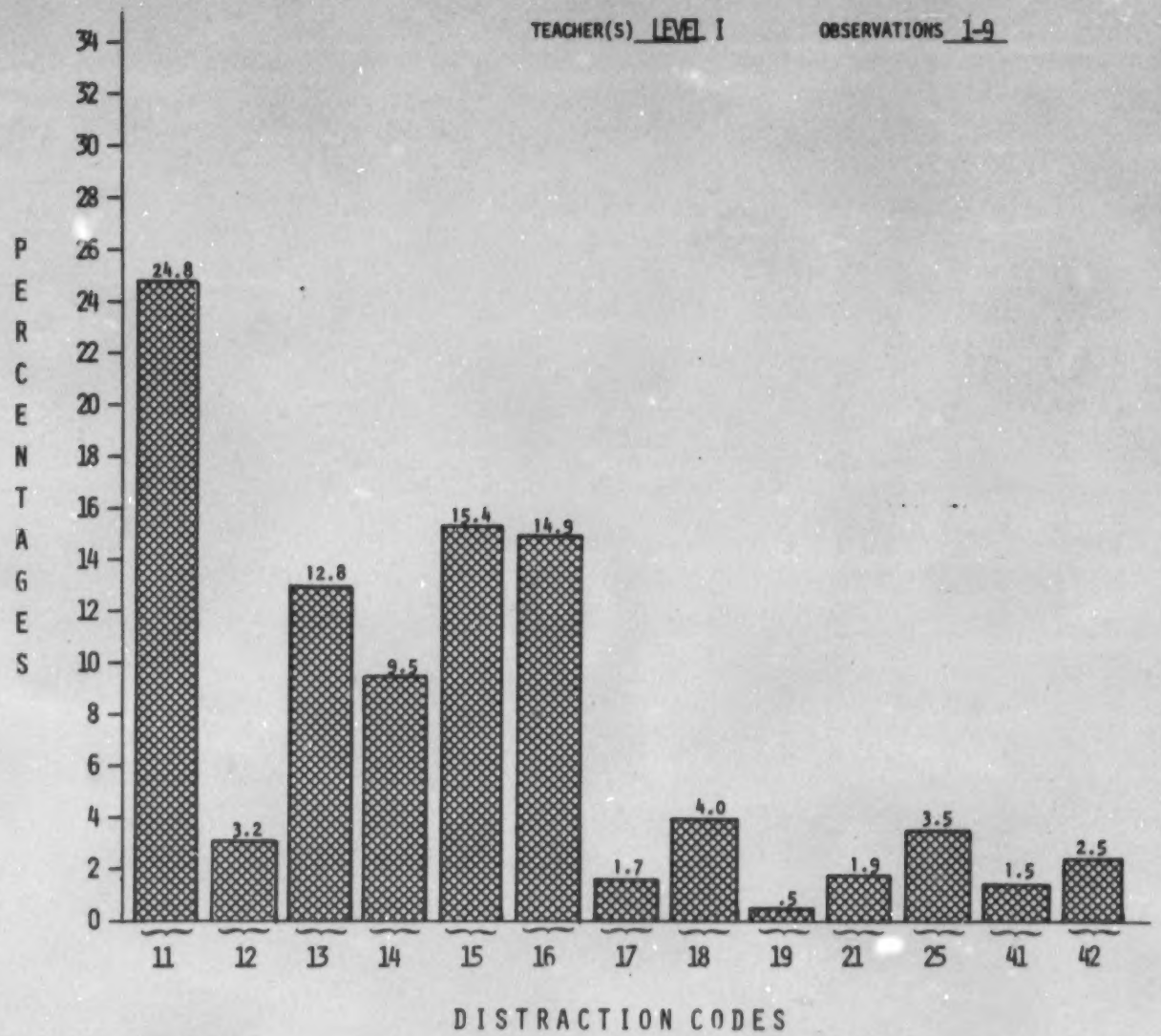
APPENDIX A

Level I/Level II Reduced Data

The following figures and tables present the combined reduced data for Level I (Teachers A-D) and Level II (Teachers W-Z) in terms of distraction profiles, coping profiles, distraction - coping linkages, effectiveness ratings, and percentage of coping techniques utilized before and after intervention.

DISTRACTION PROFILE

TEACHER(S) LEVEL I OBSERVATIONS 1-9

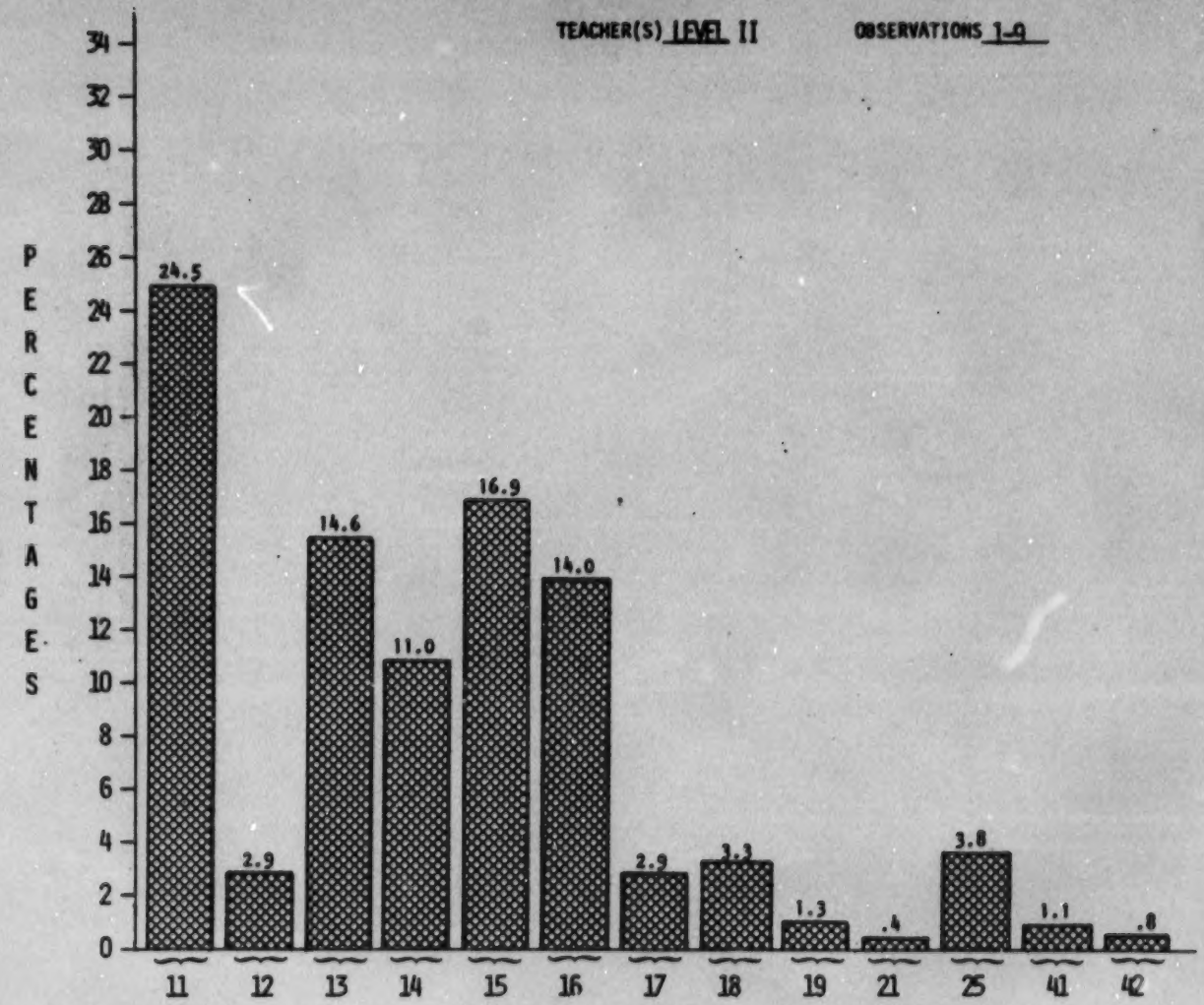


DISTRACTION CODES

11. STUDENTS VERBALLY INTERRUPTING THE TEACHER
12. STUDENT SEEKING CLARIFICATION
13. STUDENT-STUDENT INTERACTIONS WHICH ARE DISRUPTIVE
14. GENERAL STUDENT NOISE
15. STUDENTS NOT CONCENTRATING ON CLASSROOM ACTIVITIES (NOT ON TASK)
16. STUDENT'S PHYSICAL POSITION OR LOCATION
17. STUDENT INTENTIONALLY ATTEMPTING TO DISRUPT INSTRUCTION OR CHALLENGE RULES
18. PHYSICAL DISORDERS TO THE CLASSROOM ENVIRONMENT OR TO STUDENTS
19. OTHER (STUDENT GENERATED)
21. SENSORY DISTRACTIONS
25. TEACHER CREATES DISTRACTION
41. UNEXPECTED VISITORS
42. COMMUNICATIONS TO THE TEACHER

DISTRACTION PROFILE

TEACHER(S) LEVEL II OBSERVATIONS 1-9



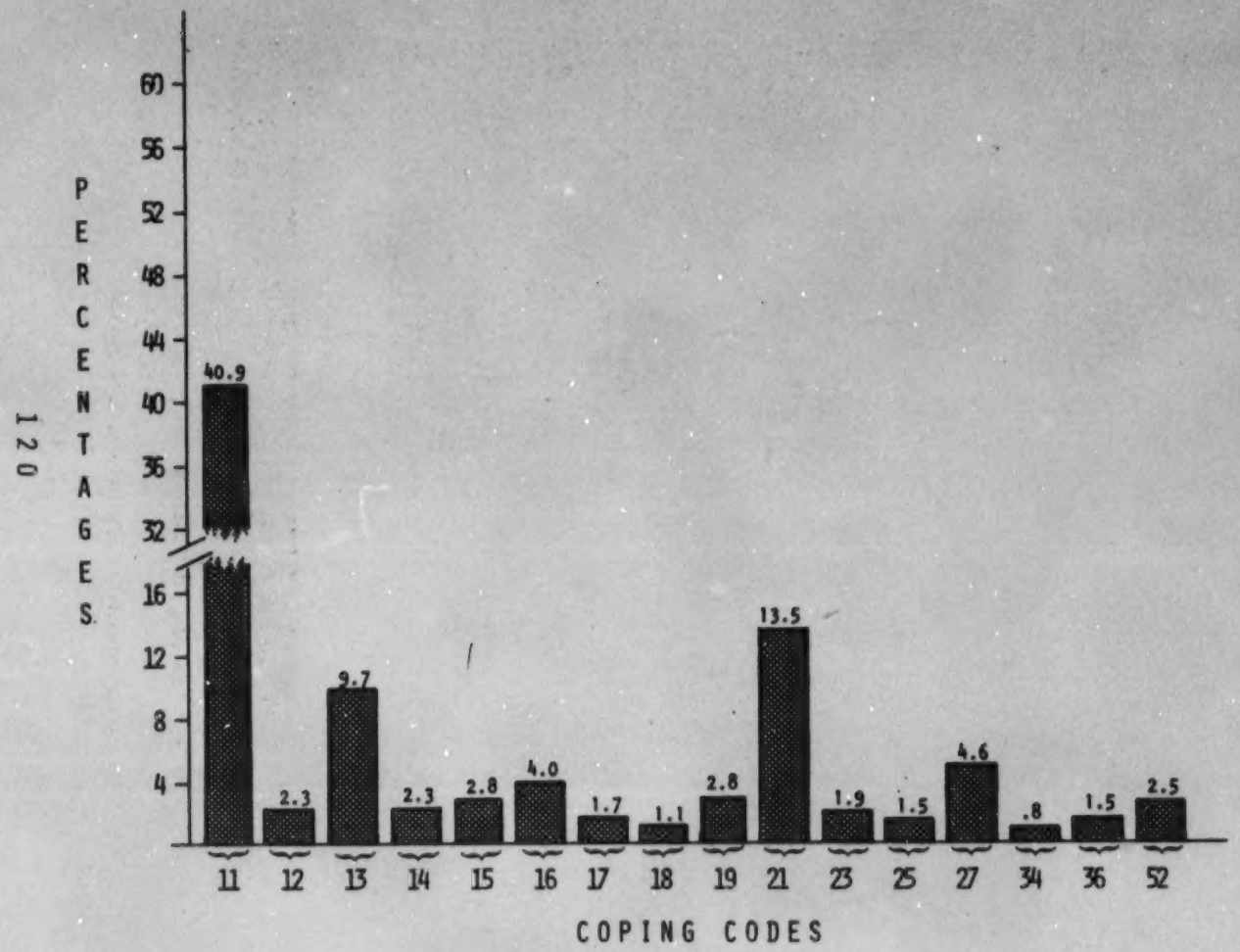
119

DISTRACTION CODES

11. STUDENTS VERBALLY INTERRUPTING THE TEACHER
12. STUDENT SEEKING CLARIFICATION
13. STUDENT-STUDENT INTERACTIONS WHICH ARE DISRUPTIVE
14. GENERAL STUDENT NOISE
15. STUDENTS NOT CONCENTRATING ON CLASSROOM ACTIVITIES (NOT ON TASK)
16. STUDENT'S PHYSICAL POSITION OR LOCATION
17. STUDENT INTENTIONALLY ATTEMPTING TO DISRUPT INSTRUCTION OR CHALLENGE RULES
18. PHYSICAL DISORDERS TO THE CLASSROOM ENVIRONMENT OR TO STUDENTS
19. OTHER (STUDENT GENERATED)
21. SENSORY DISTRACTIONS
25. TEACHER CREATES DISTRACTION
41. UNEXPECTED VISITORS
42. COMMUNICATIONS TO THE TEACHER

COPING PROFILE

TEACHER(S) LEVEL I OBSERVATIONS 1-9

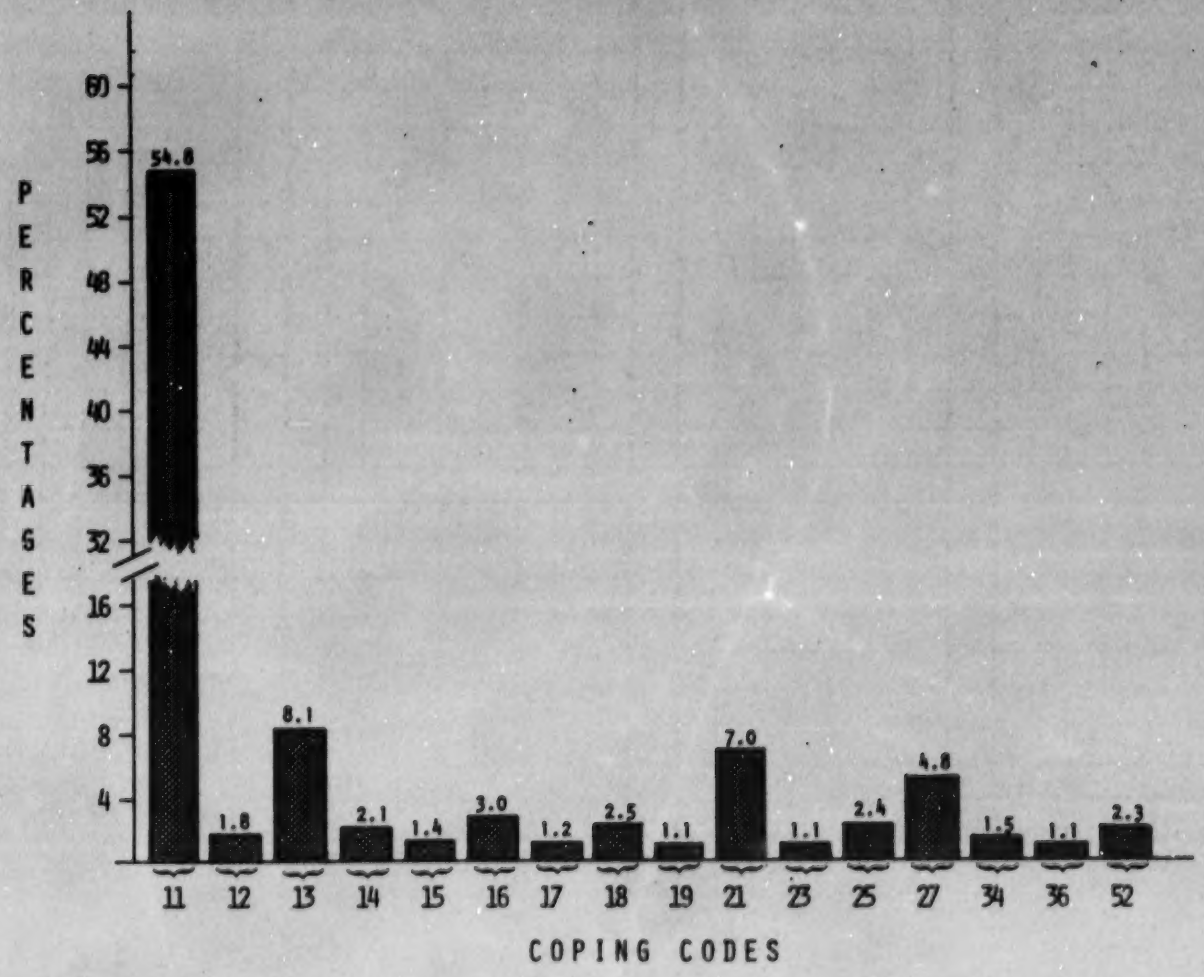


CODES FOR COPING TECHNIQUES

11. TEACHER GIVING DIRECT COMMAND OR INSTRUCTION (TELLING)
12. TEACHER COMPLIMENTING POSITIVE BEHAVIORS OR ACTIONS -- AS AN EXAMPLE OF ACCEPTABLE ACTIVITIES
13. TEACHER CLARIFYING OR REMINDING STUDENTS OF RULES (HOW IT SHOULD BE)
14. TEACHER SOLICITING STUDENTS TO A BEHAVIOR CHANGE BY USING VARYING VOICE TECHNIQUES
15. TEACHER USING VARYING PATTERNS OR CLUES TO GAIN STUDENT ATTENTION
16. TEACHER DIRECTING STUDENT TO ANOTHER PERSON OR LOCATION
17. TEACHER PUTTING DISTRACTION ON HOLD
18. TEACHER TELLING HOW A TASK CAN BE ACCOMPLISHED
19. OTHER (VERBAL)
21. TEACHER USING BODY LANGUAGE, GESTURES AND/OR FACIAL EXPRESSIONS
23. TEACHER PHYSICALLY REDIRECTING STUDENTS' ATTENTION
25. TEACHER IGNORING DISTRACTION (AFTER EXHIBITING AWARENESS OF THE DISTRACTION)
27. TEACHER PHYSICALLY RESOLVES DISTRACTION ("FIXES IT")
34. TEACHER USING OTHER ADULTS IN THE CLASSROOM TO COPE WITH OR TO PREVENT DISTRACTIONS
36. TEACHER USING STUDENTS TO HELP RESOLVE DISTRACTIONS
52. COPING CODES 11 AND 21 COMBINED

COPING PROFILE

TEACHER(S) LEVEL II OBSERVATIONS 1-9



CODES FOR COPING TECHNIQUES

11. TEACHER GIVING DIRECT COMMAND OR INSTRUCTION (TELLING)
12. TEACHER COMPLIMENTING POSITIVE BEHAVIORS OR ACTIONS — AS AN EXAMPLE OF ACCEPTABLE ACTIVITIES
13. TEACHER CLARIFYING OR REMINDING STUDENTS OF RULES (HOW IT SHOULD BE)
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16. TEACHER DIRECTING STUDENT TO ANOTHER PERSON OR LOCATION
17. TEACHER PUTTING DISTRACTION ON HOLD
18. TEACHER TELLING HOW A TASK CAN BE ACCOMPLISHED
19. OTHER (VERBAL)
21. TEACHER USING BODY LANGUAGE, GESTURES AND/OR FACIAL EXPRESSIONS
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25. TEACHER IGNORING DISTRACTION (AFTER EXHIBITING AWARENESS OF THE DISTRACTION)
27. TEACHER PHYSICALLY RESOLVES DISTRACTION ("FIXES IT")
34. TEACHER USING OTHER ADULTS IN THE CLASSROOM TO COPE WITH OR TO PREVENT DISTRACTIONS
36. TEACHER USING STUDENTS TO HELP RESOLVE DISTRACTIONS
52. COPING CODES 11 AND 21 COMBINED

SUMMARY OF DISTRACTION-COPING LINKAGES

DISTRACTION X COPE

GROUP TEACHERS A - D OBSERVATIONS 1-9

STAT. FREQUENCIES

Dist \ Cope	11	12	13	14	15	16	17	18	19	Sub	21	22	23	24	25	26	27	28	29	Sub	31	32	33	34	35	36	39	Sub	51	52	53	54	55	56	57	58	59	Sub	Grand Total	Comments
11	178	7	26	4	2	16	12	8	10	263	50		4	1	9		21			85				2		2		4	2	9	1	2	1		1	1	2	19	371	
12	15	1	8		1	3	8	6		42	3				1	2				6								0										0	48	
13	71	3	33	9	1	14		1		132	28	3	3		2		2			38				1		3		4		5	2	2	6				2	17	191	
14	32	12	23	2	10	5				84	29			6	1		3		1	40	1			1				2		6			7				3	17	142	
15	110	4	28	13	9	8				172	11	1	13	3	4		7			39								0	1	6	3	6	1			1	2	20	231	
16	115	5	15	5	15	5	1	1	1	163	33	1	8		2		5		1	50								0	1	7	1	1						10	223	
17	11	1	3	1	1	3		1	1	22	1									1								0	2					1				3	26	
18	30		3			3			1	37	8				1		6			15				1		3		4		2		1						3	59	
19	4		1						1	6	1									1	1							1										0	8	
Sub.	566	33	140	34	39	57	21	17	14	921	164	5	28	10	20	2	44	0	2	275	2	0	0	5	0	8	0	15	6	35	7	12	15	1	1	2	9	88	1299	(87.0%)
21	3									3	24				2					26								0										0	29	
22	1				1					2	2		1		1					4				1		1		2										0	8	
23	7								1	8	1						3			4				1				1										0	13	
24						1			1	2	1						1			2								0										0	4	
25	6	1				1			5	13	1	1			1		12			15	2	1	3	4		14		24										0	52	
29	1									1										0								0										0	1	
31										0										0				1				1										0	1	
32								1		2	1									1								0	1									1	4	
39										0										0								0										0	0	
41	5		1		1			1		6	14	5	1				2			8								0										0	22	
42	13		1				2		12	28	1				1		6			8				1				1		1								1	38	
43	5		1						1	7	1								1	2			1		2			3		1								1	13	
44	2		2							4										0								0										0	4	
49	1								1	2	1								1	2	1							1										0	5	
Totn.	610	34	145	34	41	59	25	17	42	1007	202	7	29	10	25	2	68	0	4	347	5	1	4	13	2	23	0	48	7	37	7	12	15	1	1	2	9	91	1493	
										(67.4%)										(23.2%)								(3.2%)												

122

SUMMARY OF DISTRACTION-COPING LINKAGES

DISTRACTION X COPE

GROUP TEACHERS W - Z OBSERVATIONS 1-9

STAT. FREQUENCIES

Dist \ Cope	11	12	13	14	15	16	17	18	19	Sub	21	22	23	24	25	26	27	28	29	Sub	31	32	33	34	35	36	39	Sub	51	52	53	54	55	56	57	58	59	Sub	Grand Total	Comments
11	227	10	30	6	4	9	13	17	6	322	25			2	13		6		5	51				2		2		4	1	3		1						1	6	384	
12	22	2	4			1	1	8		38	1	1			1	1	3			7								0											0	45	
13	136	3	28	4	5	15		2	3	196	11		3		9		3			26								0	1	6								7	229	
14	78	3	24	4	4	1	1	2	1	118	23	1		6	2		2			34				4		3		7		10		1	1				1	13	172	
15	161	4	25	9	5	7	2	2		215	10	1	6		1	1	8			27	1			3	1	2		7		4	5	1	3				2	15	265	
16	135	1	13	5	3	5	2	1	1	166	17	1	3		6		5			32	1			1		2		4		12		1	4					17	219	
17	28	1	3	2		2		1		37	1		2		2	1				6						1		1		1							1	2	46	
18	19		1	2				3		25	6		1	1			15			23	1					1		2									2	2	52	
19	13	1				1			2	17	2									2						1		1										0	20	
Sub.	819	25	128	32	21	41	19	36	13	1134	96	4	15	9	34	3	42	0	5	208	3	0	0	10	1	12	0	26	2	36	5	4	8	0	0	0	7	62	1432	(89.2%)
21	1									1	4				1					5								0										0	6	
22	5									5	3						2			5								0										0	10	
23								1		1										0				5				5										0	6	
24										0					1		2			3								0										0	3	
25	14	2		1	1	4		1	2	25	1						21			22	1			3		6		10			2							2	59	
29	2		1			1				4							1			1	1							1										0	6	
31	2									2					2					2				1				1										0	5	
32						1				1										0								0										0	1	
39										0										0								0										0	0	
41	8								1	9	5						1			6				2				2										0	17	
42	7									7							4			4				1				1										0	12	
43	2								1	3	1	1			1		2			5				1				1										0	9	
44	1							1		2										0								0										0	2	
49										0										0								0			1							1	1	
TOTAL	861	27	129	33	22	47	19	39	17	1194	110	5	15	9	39	3	75	0	5	261	5	0	0	23	1	18	0	47	2	36	8	4	8	0	0	0	7	65	1569	
										(76.1%)										(16.6%)								(3.0%)												

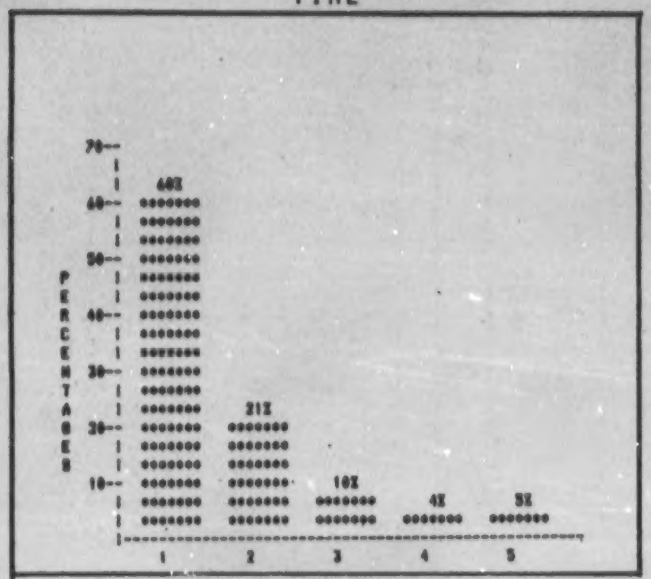
SUMMARY OF EFFECTIVENESS RATINGS

TEACHER(S) A - D

OBSERVATION(S) 1-9

TOTAL NUMBER OF DISTRACTIONS = 1493

TIME



1 = LESS THAN 5 SECONDS

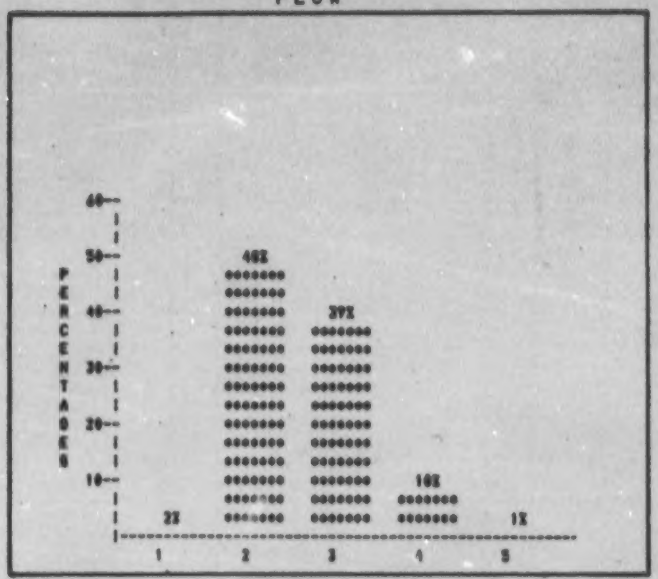
2 = 6 - 10 SECONDS

3 = 11 - 20 SECONDS

4 = 21 - 40 SECONDS

5 = MORE THAN 40 SECONDS

FLOW



1 = NO APPARENT BREAK IN THE INSTRUCTIONAL FLOW (DISTRACTION IGNORED)

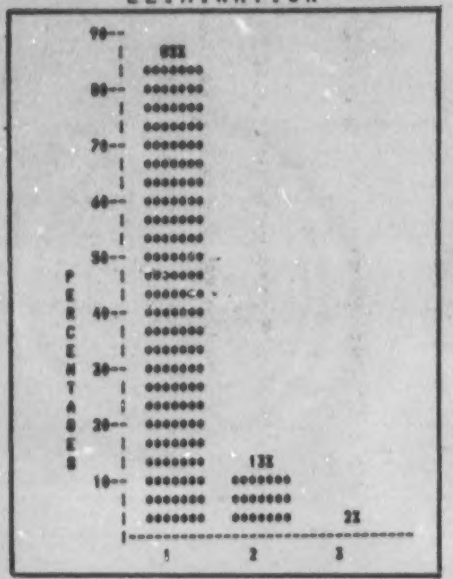
2 = DISTRACTION MAINLY TO TEACHER; DOESN'T BOTHER STUDENTS

3 = MINOR DISTRACTION TO BOTH TEACHER AND MOST STUDENTS IN THE GROUP

4 = INSTRUCTION DISRUPTED, BUT TEACHER BRINGS THE GROUP BACK

5 = INSTRUCTION COMPLETELY DISRUPTED; VERY DIFFICULT OR NOT POSSIBLE TO BRING THE GROUP BACK TO TASK

ELIMINATION



1 = APPARENT ELIMINATION OF DISTRACTION

2 = DISTRACTION CONTINUES AT A REDUCED (ACCEPTABLE) LEVEL

3 = DISTRACTION CONTINUES AND TEACHER USES ANOTHER TECHNIQUE

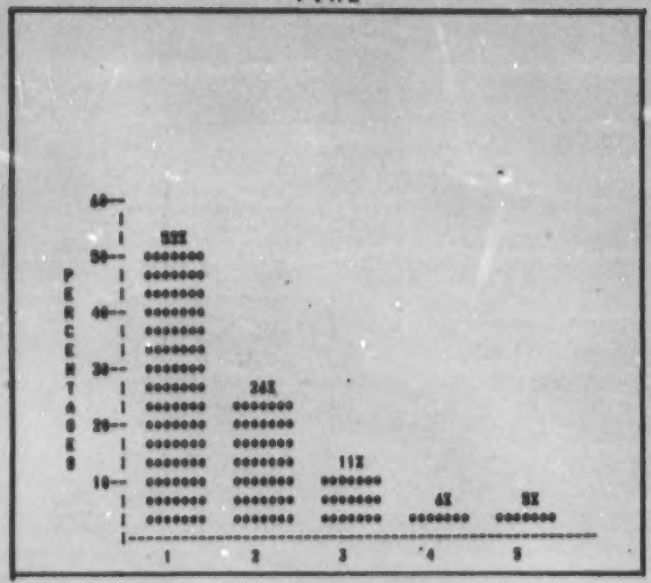
SUMMARY OF EFFECTIVENESS RATINGS

TEACHER(S) M - Z

OBSERVATION(S) 1-9

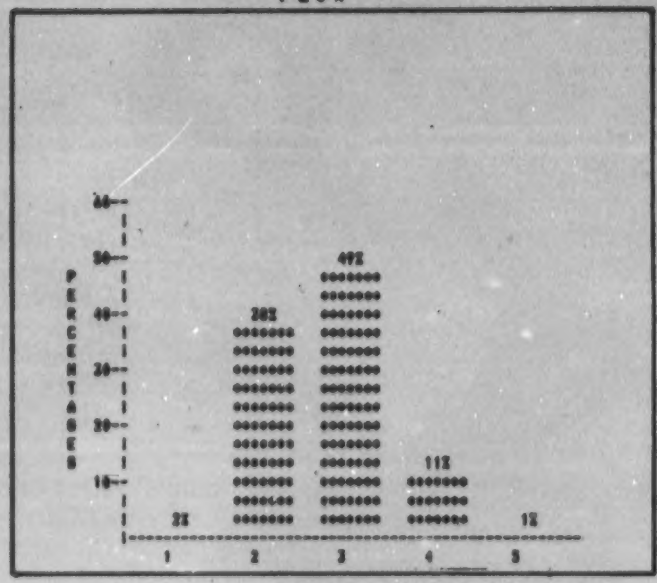
TOTAL NUMBER OF DISTRACTIONS = 1569

TIME



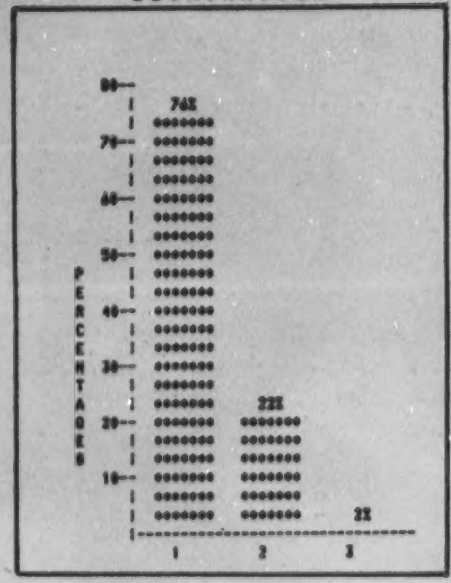
1 = LESS THAN 5 SECONDS
2 = 6 - 10 SECONDS
3 = 11 - 20 SECONDS
4 = 21 - 40 SECONDS
5 = MORE THAN 40 SECONDS

FLOW



1 = NO APPARENT BREAK IN THE INSTRUCTIONAL FLOW (DISTRACTION IGNORED)
2 = DISTRACTION MAINLY TO TEACHER; DOESN'T BOTHER STUDENTS
3 = MINOR DISTRACTION TO BOTH TEACHER AND MOST STUDENTS IN THE GROUP
4 = INSTRUCTION DISRUPTED, BUT TEACHER BRINGS THE GROUP BACK
5 = INSTRUCTION COMPLETELY DISRUPTED; VERY DIFFICULT OR NOT POSSIBLE TO BRING THE GROUP BACK TO TASK

ELIMINATION



1 = APPARENT ELIMINATION OF DISTRACTION
2 = DISTRACTION CONTINUES AT A REDUCED (ACCEPTABLE) LEVEL
3 = DISTRACTION CONTINUES AND TEACHER USES ANOTHER TECHNIQUE

125

152

153

PERCENTAGE OF COPING TECHNIQUES UTILIZED* BY LEVEL I TEACHERS BEFORE AND AFTER INTERVENTION

TEACHER / GROUP	COPING TECHNIQUES																			
	VERBAL									NON VERBAL				PREV.		COMB.	SUB TOTAL	SUB TOTAL	SUB TOTAL	SUB TOTAL
(#)	11	12	13	14	15	16	17	18	19	21	23	25	27	34	36	52	11-19	21-29	31-39	51-99
A (389)	35.2	5.7	14.1	3.1	5.7	5.1	.8	.2	1.8	14.7	2.3	.5	2.8	1.3	.5	4.1	71.7	20.8	2.8	4.6
B (236)	36.8	.9	9.8	4.3	.9	3.4	.9	.4	.0	15.8	3.0	2.1	8.1	.0	1.7	2.1	57.3	31.2	1.7	9.8
C (181)	45.3	1.7	12.3	1.7	3.4	4.5	4.5	5.0	1.1	2.8	2.2	2.8	2.8	1.7	.6	.0	79.3	11.2	5.0	4.6
D (227)	48.0	.0	2.2	.4	.0	3.5	2.2	.0	7.0	15.4	.9	1.3	3.5	1.3	4.8	4.0	63.4	23.3	6.6	6.6
A-D COMBINED OBS. 1-6 (1033)	40.1	2.6	10.2	2.5	2.9	4.3	1.8	1.0	2.4	13.0	2.1	1.4	4.2	1.1	1.7	2.9	67.9	22.0	3.8	6.2
A (146)	32.2	1.4	13.7	.0	6.2	2.1	2.8	.0	2.8	28.8	2.8	.0	3.4	.0	1.4	2.1	61.0	34.9	2.1	2.1
B (114)	46.5	4.4	11.4	2.6	.0	3.5	1.8	.9	2.6	7.0	2.6	1.4	7.8	.0	1.8	1.8	73.7	19.3	1.8	5.3
C (88)	46.6	.0	4.5	5.7	2.3	3.4	.0	3.4	.0	10.2	.0	9.1	5.7	1.1	1.1	.0	65.9	26.1	2.3	5.7
D (112)	50.0	.0	2.7	.0	.0	4.5	.9	1.8	9.0	8.0	.0	1.8	6.2	.9	1.9	1.8	68.8	21.4	1.8	8.0
A-D COMBINED OBS. 7-9 (460)	42.8	1.5	8.7	1.7	2.4	3.3	1.6	1.3	3.7	14.8	1.5	2.5	5.6	.4	1.6	1.6	67.0	26.1	2.0	5.0
PERCENTAGE DIFFERENCE FROM OBS. 1-6 TO OBS. 7-9**	+2.7	-1.1	-1.5	+ .8	- .5	-1.0	- .2	+ .3	+1.3	+1.8	- .6	1.1	+1.4	- .7	- .1	-1.3	- .9	+4.1	-1.8	-1.2

*Only those coping techniques which accounted for at least one percent of the total are displayed.

(#) = Number of distractions for that specific teacher or group.

**A "+" sign indicates an increase in use from Observations 1-6 to Observations 7-9, while a "-" sign indicates a decrease.

PERCENTAGE OF COPING TECHNIQUES UTILIZED* BY LEVEL II TEACHERS BEFORE AND AFTER INTERVENTION

TEACHER / GROUP (#)	COPING TECHNIQUES																			
	VERBAL									NON VERBAL				PREV.		COMB.	SUB TOTAL	SUB TOTAL	SUB TOTAL	SUB TOTAL
	11	12	13	14	15	16	17	18	19	21	23	25	27	34	36	52	11-19	21-29	31-39	51-99
W (373)	41.9	1.6	14.0	1.9	1.9	3.8	1.6	2.2	.3	12.6	.0	2.7	2.4	3.2	1.1	5.6	69.1	19.4	5.1	6.5
X (333)	57.7	2.1	6.0	6.6	1.2	.9	.6	4.2	.6	5.1	2.1	.0	6.0	.3	1.2	.6	80.1	14.8	1.8	3.3
Y (137)	61.0	1.5	4.4	.7	2.2	3.7	1.5	5.9	.0	2.2	1.5	2.9	8.9	.0	.0	.0	80.9	15.4	.0	3.7
Z (239)	62.8	1.7	1.7	.4	1.3	1.7	1.3	.4	2.5	6.7	1.7	2.5	6.3	1.7	1.3	2.9	73.6	18.4	3.3	4.6
W-Z COMBINED OBS. 1-6 (1082)	53.8	1.8	7.6	2.9	1.6	2.4	1.2	2.9	.8	7.7	1.2	1.9	5.2	1.6	1.0	2.8	75.0	17.3	3.0	4.7
W (174)	53.4	4.0	14.4	1.1	.6	4.0	1.1	1.1	1.1	6.3	.6	1.7	3.4	3.4	1.7	1.1	81.0	12.1	5.7	1.1
X (117)	57.3	2.6	7.7	.0	1.7	2.6	.0	.0	4.3	6.8	3.4	1.7	5.1	.0	.9	2.6	76.1	17.1	.9	6.0
Y (109)	58.7	.0	8.3	.0	.9	7.3	1.8	.9	.0	1.8	.0	10.1	2.8	.0	1.8	.9	78.0	18.3	1.8	1.8
Z (87)	65.5	.0	2.3	.0	1.1	3.4	2.3	5.7	1.1	6.9	.0	.0	4.6	.0	1.1	.0	81.6	16.1	1.1	1.1
W-Z COMBINED OBS. 7-9 (487)	57.7	2.1	9.3	.4	1.0	4.3	1.2	1.6	1.6	5.5	1.0	3.3	3.9	1.2	1.4	1.2	79.3	15.4	2.8	2.4
PERCENTAGE DIFFERENCE FROM OBS. 1-6 TO OBS. 7-9**	+3.9	+ .3	+1.7	-2.5	+ .6	+1.9	.0	-1.3	+ .8	-2.2	- .2	+1.4	-1.3	- .4	+ .4	-1.6	+4.3	-1.9	- .2	-2.3

*Only those coping techniques which accounted for at least one percent of the total are disolayed.

(#) = Number of distractions for that specific teacher or group.

**A "+" sign indicates an increase in use from Observations 1-6 to Observations 7-9, while a "-" sign indicates a decrease.

APPENDIX B

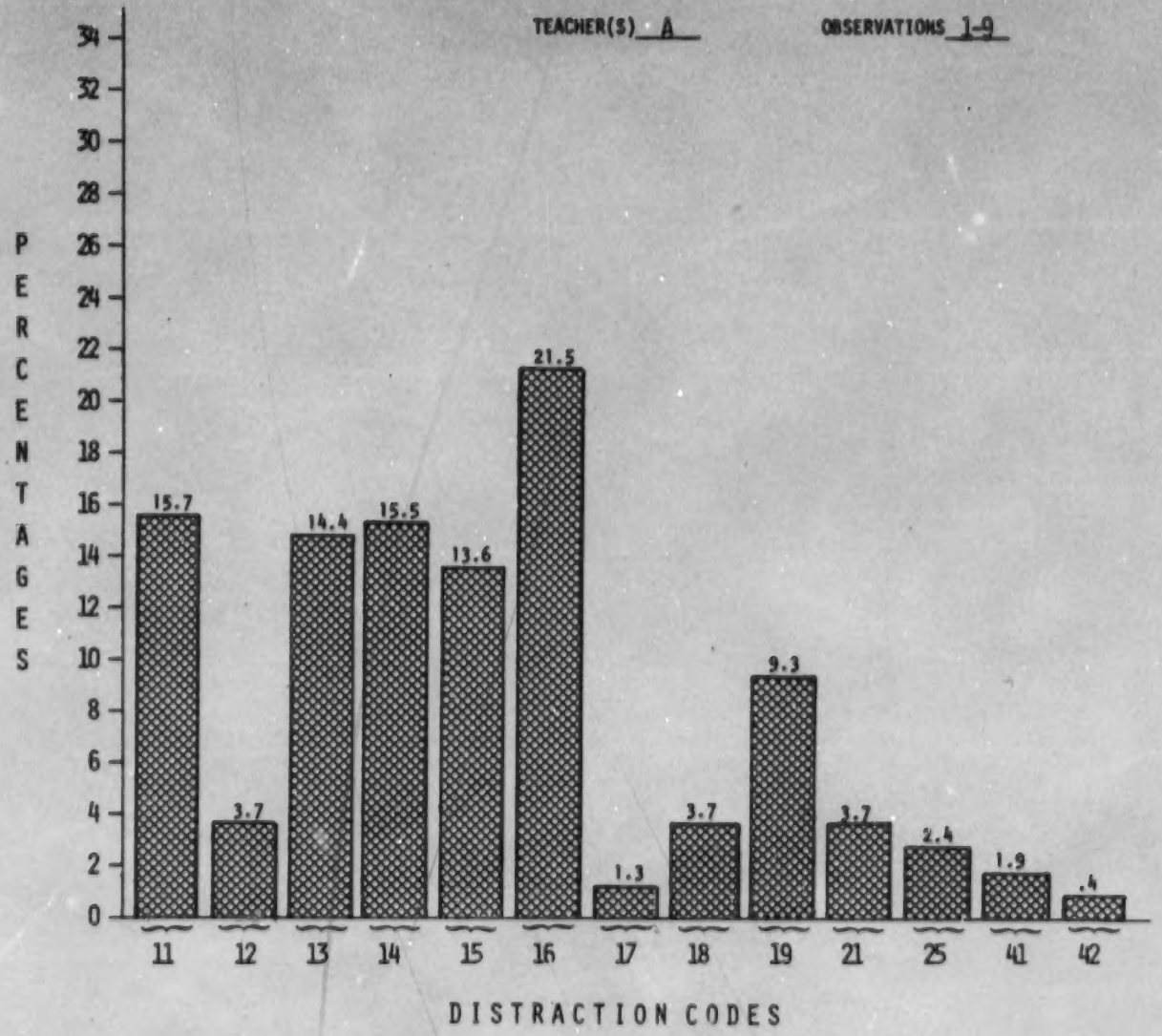
Kindergarten Teachers' Reduced Data

The following figures and tables present the reduced data for Teachers A and W.

A distraction profile, a coping profile, a summary of distraction - coping linkages, and a summary of effectiveness ratings are presented for each teacher.

DISTRACTION PROFILE

TEACHER(S) A OBSERVATIONS 1-9

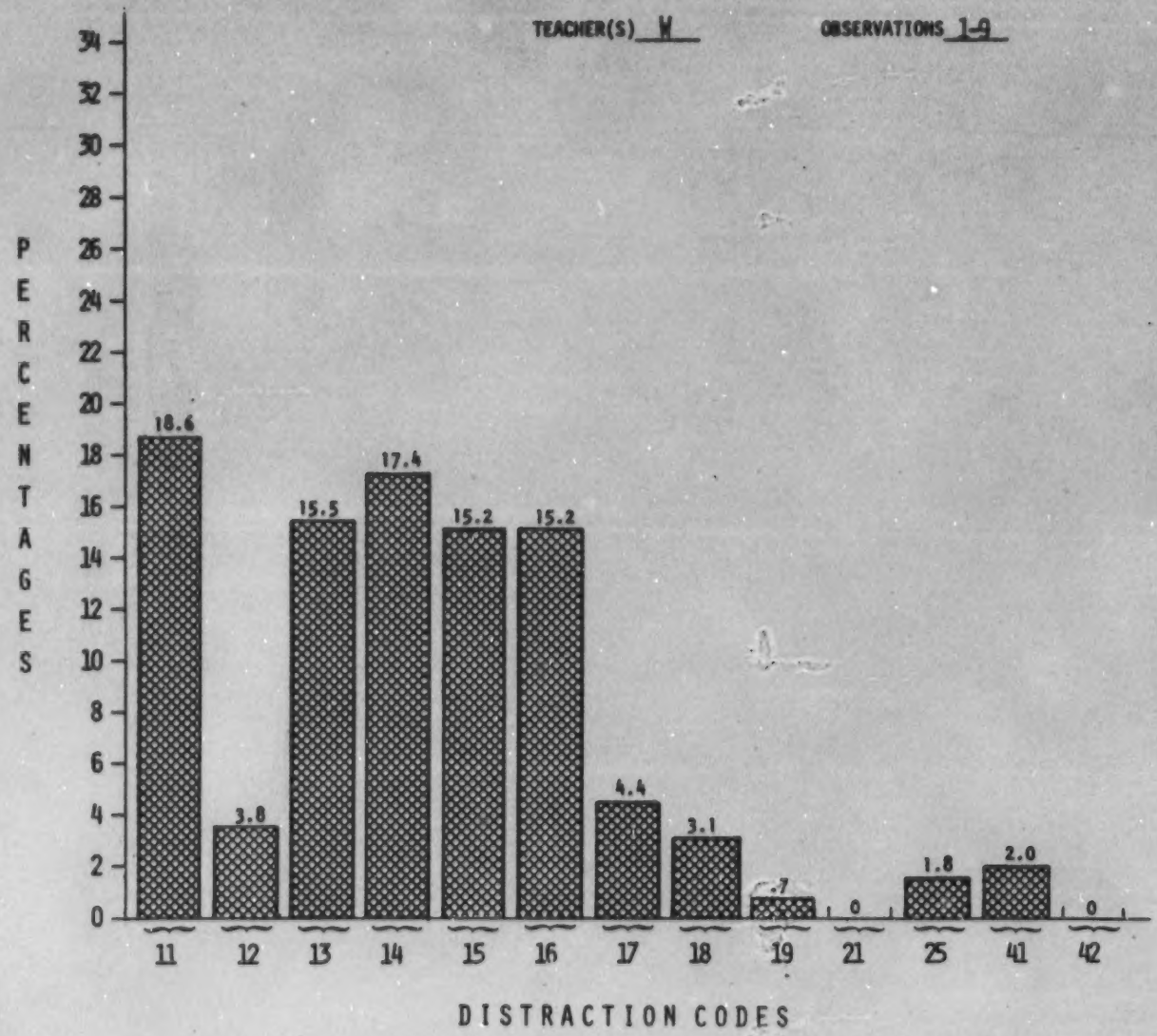


DISTRACTION CODES

11. STUDENTS VERBALLY INTERRUPTING THE TEACHER
12. STUDENT SEEKING CLARIFICATION
13. STUDENT-STUDENT INTERACTIONS WHICH ARE DISRUPTIVE
14. GENERAL STUDENT NOISE
15. STUDENTS NOT CONCENTRATING ON CLASSROOM ACTIVITIES (NOT ON TASK)
16. STUDENT'S PHYSICAL POSITION OR LOCATION
17. STUDENT INTENTIONALLY ATTEMPTING TO DISRUPT INSTRUCTION OR CHALLENGE RULES
18. PHYSICAL DISORDERS TO THE CLASSROOM ENVIRONMENT OR TO STUDENTS
19. OTHER (STUDENT GENERATED)
21. SENSORY DISTRACTIONS
25. TEACHER CREATES DISTRACTION
41. UNEXPECTED VISITORS
42. COMMUNICATIONS TO THE TEACHER

DISTRICTION PROFILE

TEACHER(S) W OBSERVATIONS 1-9

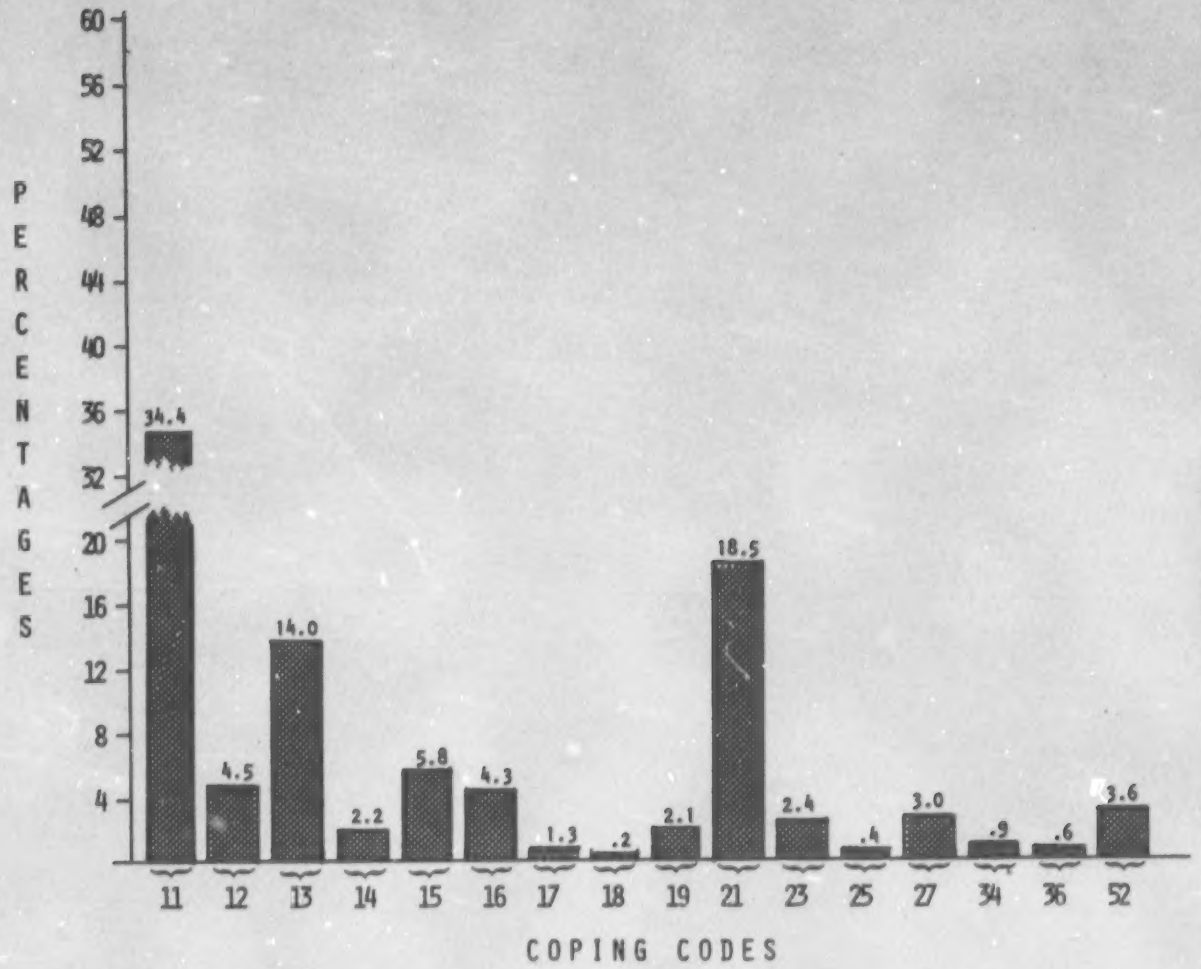


DISTRACTION CODES

11. STUDENTS VERBALLY INTERRUPTING THE TEACHER
12. STUDENT SEEKING CLARIFICATION
13. STUDENT-STUDENT INTERACTIONS WHICH ARE DISRUPTIVE
14. GENERAL STUDENT NOISE
15. STUDENTS NOT CONCENTRATING ON CLASSROOM ACTIVITIES (NOT ON TASK)
16. STUDENT'S PHYSICAL POSITION OR LOCATION
17. STUDENT INTENTIONALLY ATTEMPTING TO DISRUPT INSTRUCTION OR CHALLENGE RULES
18. PHYSICAL DISORDERS TO THE CLASSROOM ENVIRONMENT OR TO STUDENTS
19. OTHER (STUDENT GENERATED)
21. SENSORY DISTRACTIONS
25. TEACHER CREATES DISTRACTION
41. UNEXPECTED VISITORS
42. COMMUNICATIONS TO THE TEACHER

COPING PROFILE

TEACHER(S) A OBSERVATIONS 1-9

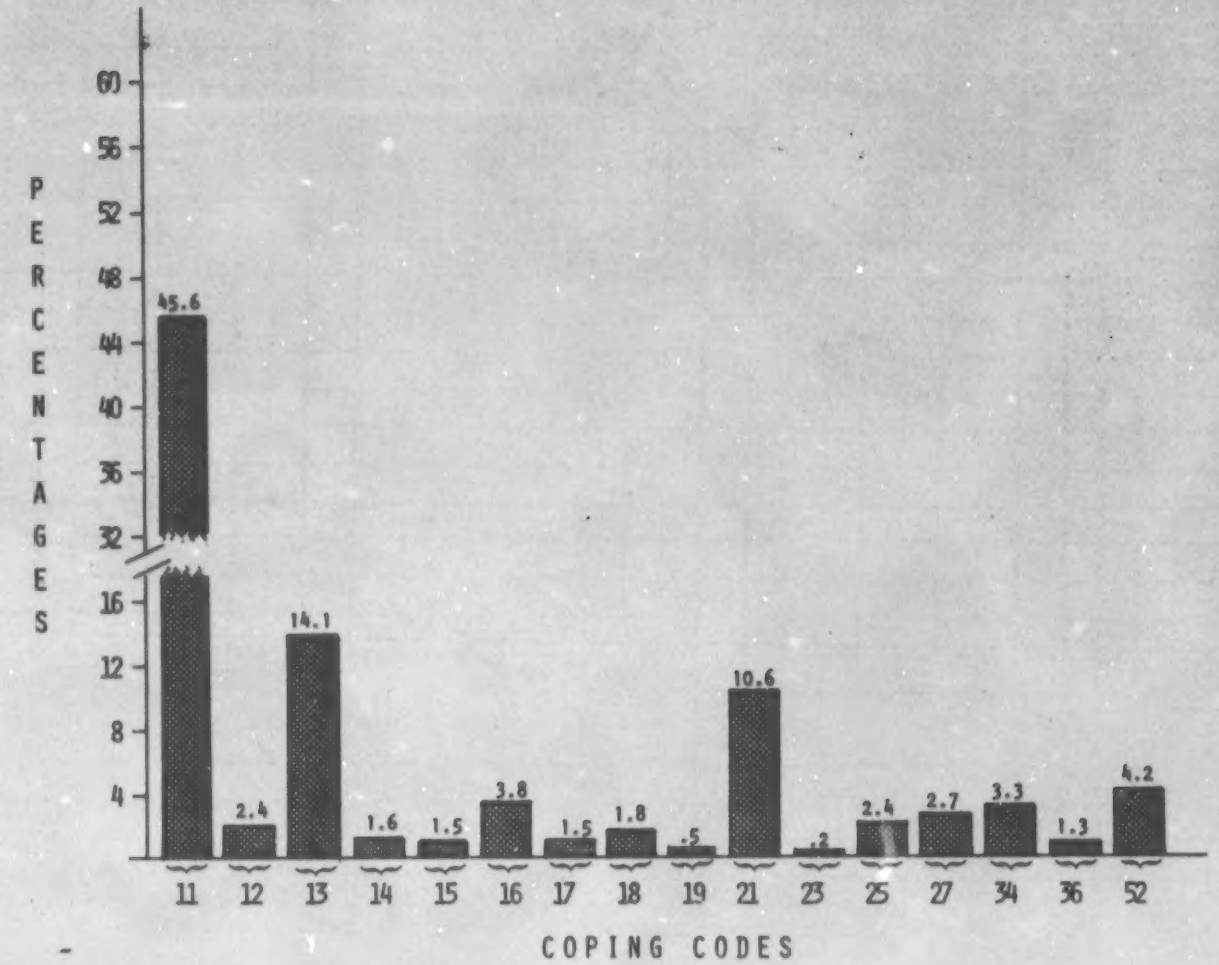


CODES FOR COPING TECHNIQUES

11. TEACHER GIVING DIRECT COMMAND OR INSTRUCTION (TELLING)
12. TEACHER COMPLIMENTING POSITIVE BEHAVIORS OR ACTIONS — AS AN EXAMPLE OF ACCEPTABLE ACTIVITIES
13. TEACHER CLARIFYING OR REMINDING STUDENTS OF RULES (HOW IT SHOULD BE)
14. TEACHER SOLICITING STUDENTS TO A BEHAVIOR CHANGE BY USING VARYING VOICE TECHNIQUES
15. TEACHER USING VARYING PATTERNS OR CUES TO GAIN STUDENT ATTENTION
16. TEACHER DIRECTING STUDENT TO ANOTHER PERSON OR LOCATION
17. TEACHER PUTTING DISTRACTION ON HOLD
18. TEACHER TELLING HOW A TASK CAN BE ACCOMPLISHED
19. OTHER (VERBAL)
21. TEACHER USING BODY LANGUAGE, GESTURES AND/OR FACIAL EXPRESSIONS
23. TEACHER PHYSICALLY REDIRECTING STUDENTS' ATTENTION
25. TEACHER IGNORING DISTRACTION (AFTER EXHIBITING AWARENESS OF THE DISTRACTION)
27. TEACHER PHYSICALLY RESOLVES DISTRACTION ("FIXES IT")
34. TEACHER USING OTHER ADULTS IN THE CLASSROOM TO COPE WITH OR TO PREVENT DISTRACTIONS
36. TEACHER USING STUDENTS TO HELP RESOLVE DISTRACTIONS
52. COPING CODES 11 AND 21 COMBINED

COPING PROFILE

TEACHER(S) W OBSERVATIONS 1-9



CODES FOR COPING TECHNIQUES

11. TEACHER GIVING DIRECT COMMAND OR INSTRUCTION (TELLING)
12. TEACHER COMPLIMENTING POSITIVE BEHAVIORS OR ACTIONS — AS AN EXAMPLE OF ACCEPTABLE ACTIVITIES
13. TEACHER CLARIFYING OR REMINDING STUDENTS OF RULES (HOW IT SHOULD BE)
14. TEACHER SOLICITING STUDENTS TO A BEHAVIOR CHANGE BY USING VARYING VOICE TECHNIQUES
15. TEACHER USING VARYING PATTERNS OR CLUES TO GAIN STUDENT ATTENTION
16. TEACHER DIRECTING STUDENT TO ANOTHER PERSON OR LOCATION
17. TEACHER PUTTING DISTRACTION ON HOLD
18. TEACHER TELLING HOW A TASK CAN BE ACCOMPLISHED
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25. TEACHER IGNORING DISTRACTION (AFTER EXHIBITING AWARENESS OF THE DISTRACTION)
27. TEACHER PHYSICALLY RESOLVES DISTRACTION ("FIXES IT")
34. TEACHER USING OTHER ADULTS IN THE CLASSROOM TO COPE WITH OR TO PREVENT DISTRACTIONS
36. TEACHER USING STUDENTS TO HELP RESOLVE DISTRACTIONS
52. COPING CODES 11 AND 21 COMBINED

SUMMARY OF DISTRACTION-COPING LINKAGES

DISTRACTION X COPE

GROUP TEACHER A OBSERVATION 1-9

STAT. FREQUENCY

Dist \ Cope	11	12	13	14	15	16	17	18	19	SUB	21	22	23	24	25	26	27	28	29	SUB	31	32	33	34	35	36	39	SUB	51	52	53	54	55	56	57	58	59	SUB	GRAND TOTAL	COMMENTS
11	37	4	12	2	1	1	1	1	1	64	10		1				3			14				2		1		3		3								3	84	
12	5	1	5		1		5			17	2				1					3																			20	
13	21	2	22	3		7				55	17	1	1				1			20									1	1							2	77	
14	13	11	11	2	10	4				51	24						1			25	1						1		5							1	6	83	
15	37		12	1	4	4				58	4		4				2			10									5								5	73	
16	46	5	8	3	13	3				78	26	1	6		1		1			35									2								2	115	
17	4			1		1				6	1									1																		7	
18	7		2							9	7						2			9									2								2	20	
19	2		1						1	4											1						1												5	
SUB.	172	23	73	12	29	22	6	1	4	342	91	2	12	0	2	0	10	0	0	117	2	0	0	2	0	1	0	5	0	18	1	0	0	0	0	0	1	20	484	(90.5%)
21											2									2																		2	
22					1					1	1		1							2				1				1										4	
23									1	1	1									1				1				1										3	
24						1				1	1									1																		2	
25	3	1								4							4			4	2		1			2		5										13	
29	1									1																												1	
31																								1				1										1	
32									1	1																												1	
39																																							
41	2				1				5	8	1						1			2																		10	
42							1			1							1			1																		2	
43	4									4	1									1										1							1	6	
44	2		2							4																												4	
49											1									1	1							1										2	
TOTAL	184	24	75	12	31	23	7	1	11	368	99	2	13	0	2	0	16	0	0	132	5	0	1	5	0	3	0	14	0	19	1	0	0	0	0	0	1	21	535	
										(68.8%)										(24.7%)								(2.6%)										(3.9%)		

136

SUMMARY OF DISTRACTION-COPING LINKAGES

DISTRACTION X COPE

GROUP TEACHER W OBSERVANCES 1-9

STAT. FREQUENCIES

Dist \ Cope	11	12	13	14	15	16	17	18	19	Sub	21	22	23	24	25	26	27	28	29	Sub	31	32	33	34	35	36	39	Sub	51	52	53	54	55	56	57	58	59	Sub	Grand Total	Comments
11	44	2	20	2	2	6	6	3		85	9				2		1			12				1		1	2		3									3	102	
12	11	2	3					1		17		1					3			4							0											0	21	
13	43	3	14	2		10			1	73	5		1		3					9							0		3								3	85	
14	35	1	14		3	1	1		1	56	17	1		2	1		2			23				4			4		10		1					1	12	95	
15	43	1	13	3	1	3	1	2		67	8					1	2			11	1			2		1	4			1							1	83	
16	43	1	9		2	1		1		57	9				6		2			17	1			1		1	3		6								6	83	
17	14	1	2	2				1		20	1				1	1				3							0		1								1	24	
18	7		1					1		9	5						1			6	1					1	2										0	17	
19	3	1								4																	0										0	4	
Sub.	243	12	76	9	8	21	8	9	2	388	54	2	1	2	13	2	11	0	0	85	3	0	0	8	0	4	0	15	0	23	1	1	0	0	0	0	1	26	514	(94.0%)
21										0																		0										0	0	
22										0																		0										0	0	
23								1		1														5			1	5										0	6	
24										0																												0	0	
25	1	1								2							4			4				1		3		4										0	10	
29	1		1							2											1							1										1	3	
31	1									1														1				1										1	2	
32										0																												0	0	
39										0																												0	0	
41	4								1	5	4									4				2				2										0	11	
42										0																		0										0	0	
43										0														1				1										0	1	
44										0																		0										0	0	
49										0																		0										0	0	
Total	250	13	77	9	8	21	8	10	3	399	58	2	1	2	13	2	15	0	0	93	4	0	0	18	0	7	0	29	0	23	1	1	0	0	0	0	1	26	547	
										(72.9%)										(17.0%)								(5.3%)												

137

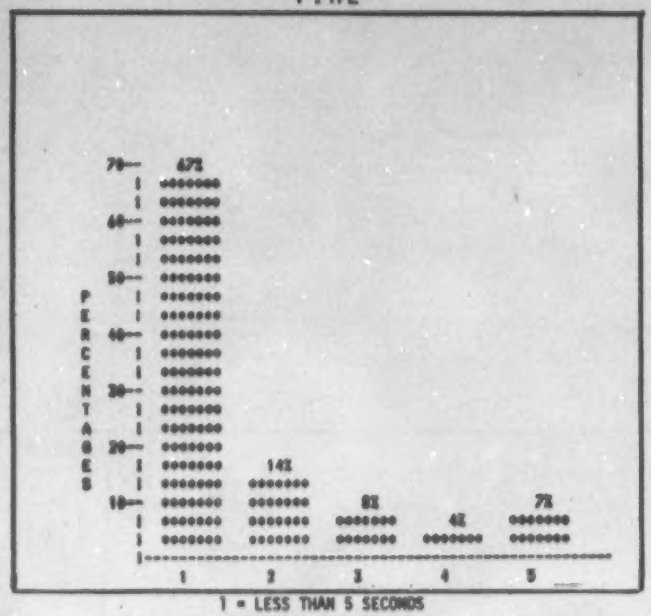
SUMMARY OF EFFECTIVENESS RATINGS

TEACHER(S) A

OBSERVATION(S) 1-9

TOTAL NUMBER OF DISTRACTIONS = 535

TIME



1 = LESS THAN 5 SECONDS

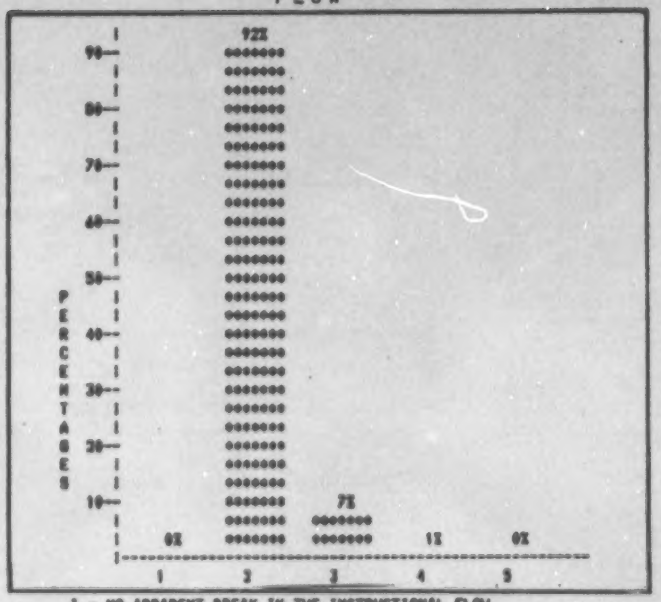
2 = 6 - 10 SECONDS

3 = 11 - 20 SECONDS

4 = 21 - 40 SECONDS

5 = MORE THAN 40 SECONDS

FLOW



1 = NO APPARENT BREAK IN THE INSTRUCTIONAL FLOW (DISTRACTION IGNORED)

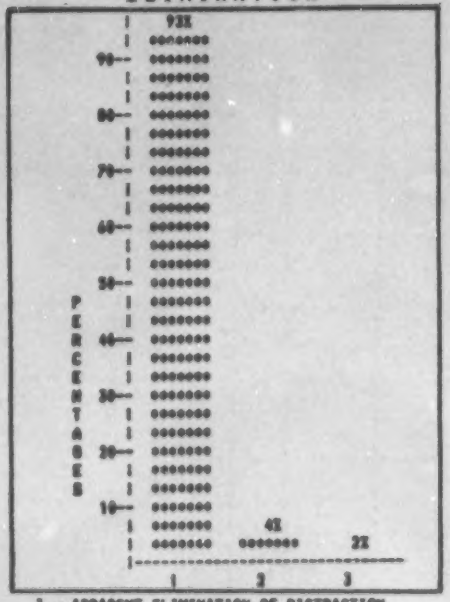
2 = DISTRACTION MAINLY TO TEACHER; DOESN'T BOTHER STUDENTS

3 = MINOR DISTRACTION TO BOTH TEACHER AND MOST STUDENTS IN THE GROUP

4 = INSTRUCTION DISRUPTED, BUT TEACHER BRINGS THE GROUP BACK

5 = INSTRUCTION COMPLETELY DISRUPTED; VERY DIFFICULT OR NOT POSSIBLE TO BRING THE GROUP BACK TO TASK

ELIMINATION



1 = APPARENT ELIMINATION OF DISTRACTION

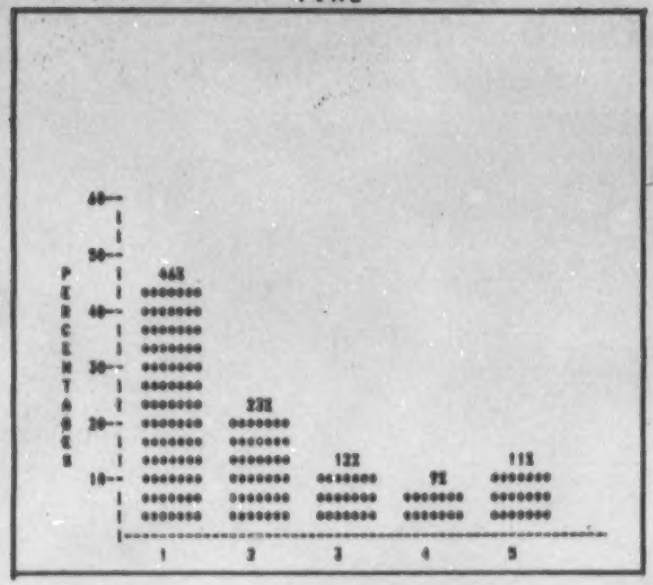
2 = DISTRACTION CONTINUES AT A REDUCED (ACCEPTABLE) LEVEL

3 = DISTRACTION CONTINUES AND TEACHER USES ANOTHER TECHNIQUE

SUMMARY OF EFFECTIVENESS RATINGS

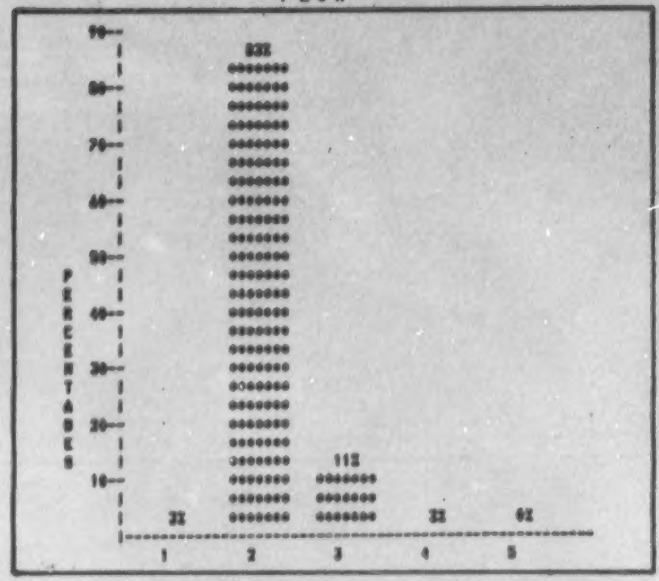
TEACHER(S) M OBSERVATION(S) 1-9 TOTAL NUMBER OF DISTRACTIONS = 547

TIME



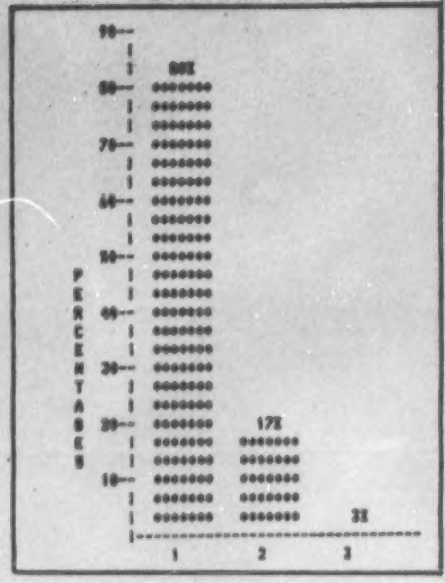
1 = LESS THAN 5 SECONDS
2 = 6 - 10 SECONDS
3 = 11 - 20 SECONDS
4 = 21 - 40 SECONDS
5 = MORE THAN 40 SECONDS

FLOW



1 = NO APPARENT BREAK IN THE INSTRUCTIONAL FLOW (DISTRACTION IGNORED)
2 = DISTRACTION MAINLY TO TEACHER; DOESN'T BOTHER STUDENTS
3 = MINOR DISTRACTION TO BOTH TEACHER AND MOST STUDENTS IN THE GROUP
4 = INSTRUCTION DISRUPTED, BUT TEACHER BRINGS THE GROUP BACK
5 = INSTRUCTION COMPLETELY DISRUPTED; VERY DIFFICULT OR NOT POSSIBLE TO BRING THE GROUP BACK TO TASK

ELIMINATION



1 = APPARENT ELIMINATION OF DISTRACTION
2 = DISTRACTION CONTINUES AT A REDUCED (ACCEPTABLE) LEVEL
3 = DISTRACTION CONTINUES AND TEACHER USES ANOTHER TECHNIQUE

APPENDIX C

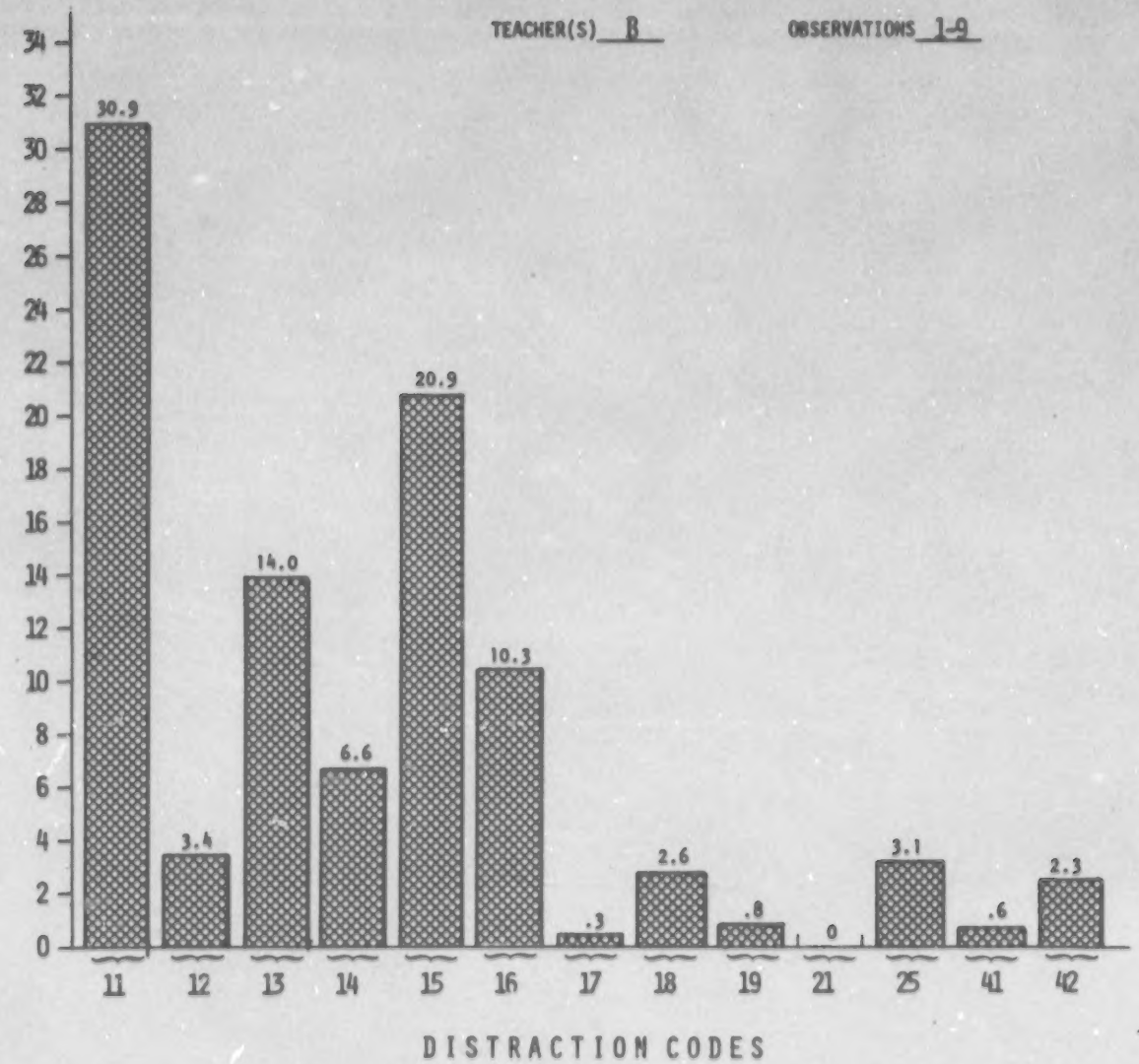
Grade One Teachers' Reduced Data

The following figures and tables present the reduced data for Teachers B and X.

A distraction profile, a coping profile, a summary of distraction - coping linkages, and a summary of effectiveness ratings are presented for each teacher.

DISTRACTION PROFILE

TEACHER(S) B OBSERVATIONS 1-9

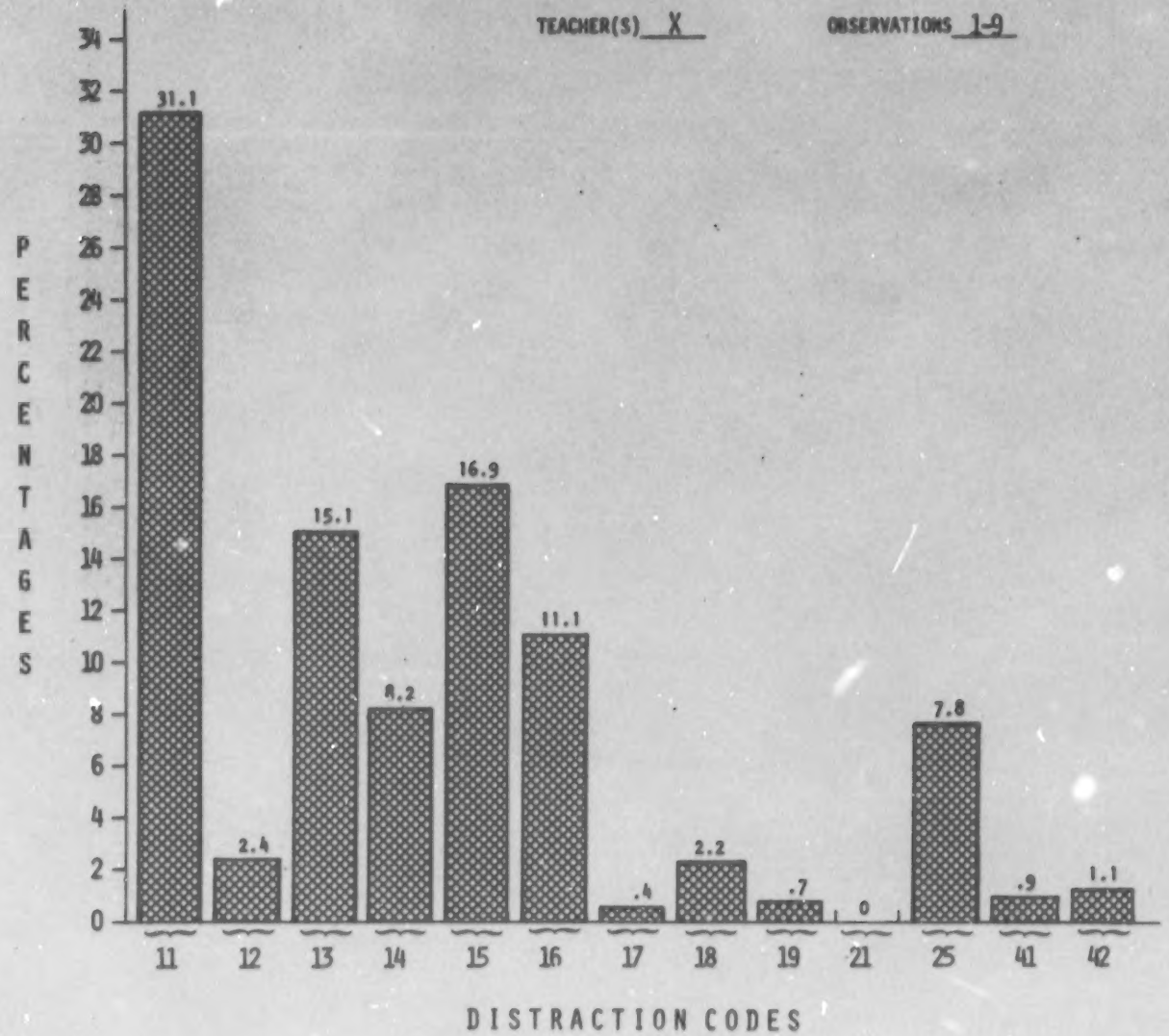


DISTRACTION CODES

11. STUDENTS VERBALLY INTERRUPTING THE TEACHER
12. STUDENT SEEKING CLARIFICATION
13. STUDENT-STUDENT INTERACTIONS WHICH ARE DISRUPTIVE
14. GENERAL STUDENT NOISE
15. STUDENTS NOT CONCENTRATING ON CLASSROOM ACTIVITIES (NOT ON TASK)
16. STUDENT'S PHYSICAL POSITION OR LOCATION
17. STUDENT INTENTIONALLY ATTEMPTING TO DISRUPT INSTRUCTION OR CHALLENGE RULES
18. PHYSICAL DISORDERS TO THE CLASSROOM ENVIRONMENT OR TO STUDENTS
19. OTHER (STUDENT GENERATED)
21. SENSORY DISTRACTIONS
25. TEACHER CREATES DISTRACTION
41. UNEXPECTED VISITORS
42. COMMUNICATIONS TO THE TEACHER

DISTRACTION PROFILE

TEACHER(S) X OBSERVATIONS 1-9



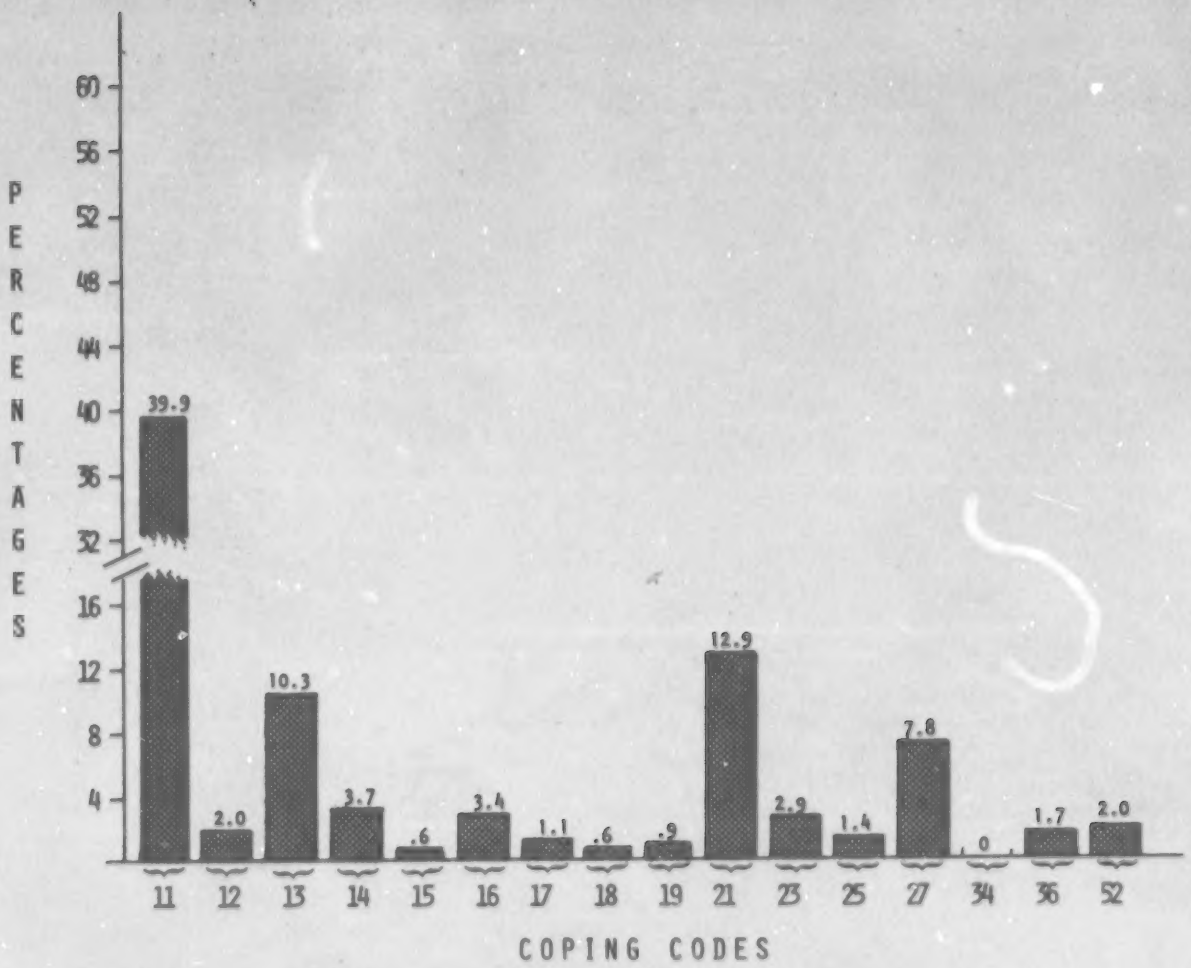
DISTRACTION CODES

11. STUDENTS VERBALLY INTERRUPTING THE TEACHER
12. STUDENT SEEKING CLARIFICATION
13. STUDENT-STUDENT INTERACTIONS WHICH ARE DISRUPTIVE
14. GENERAL STUDENT NOISE
15. STUDENTS NOT CONCENTRATING ON CLASSROOM ACTIVITIES (NOT ON TASK)
16. STUDENT'S PHYSICAL POSITION OR LOCATION
17. STUDENT INTENTIONALLY ATTEMPTING TO DISRUPT INSTRUCTION OR CHALLENGE RULES
18. PHYSICAL DISORDERS TO THE CLASSROOM ENVIRONMENT OR TO STUDENTS
19. OTHER (STUDENT GENERATED)
21. SENSORY DISTRACTIONS
25. TEACHER CREATES DISTRACTION
41. UNEXPECTED VISITORS
42. COMMUNICATIONS TO THE TEACHER

145

COPING PROFILE

TEACHER(S) B OBSERVATIONS 1-9

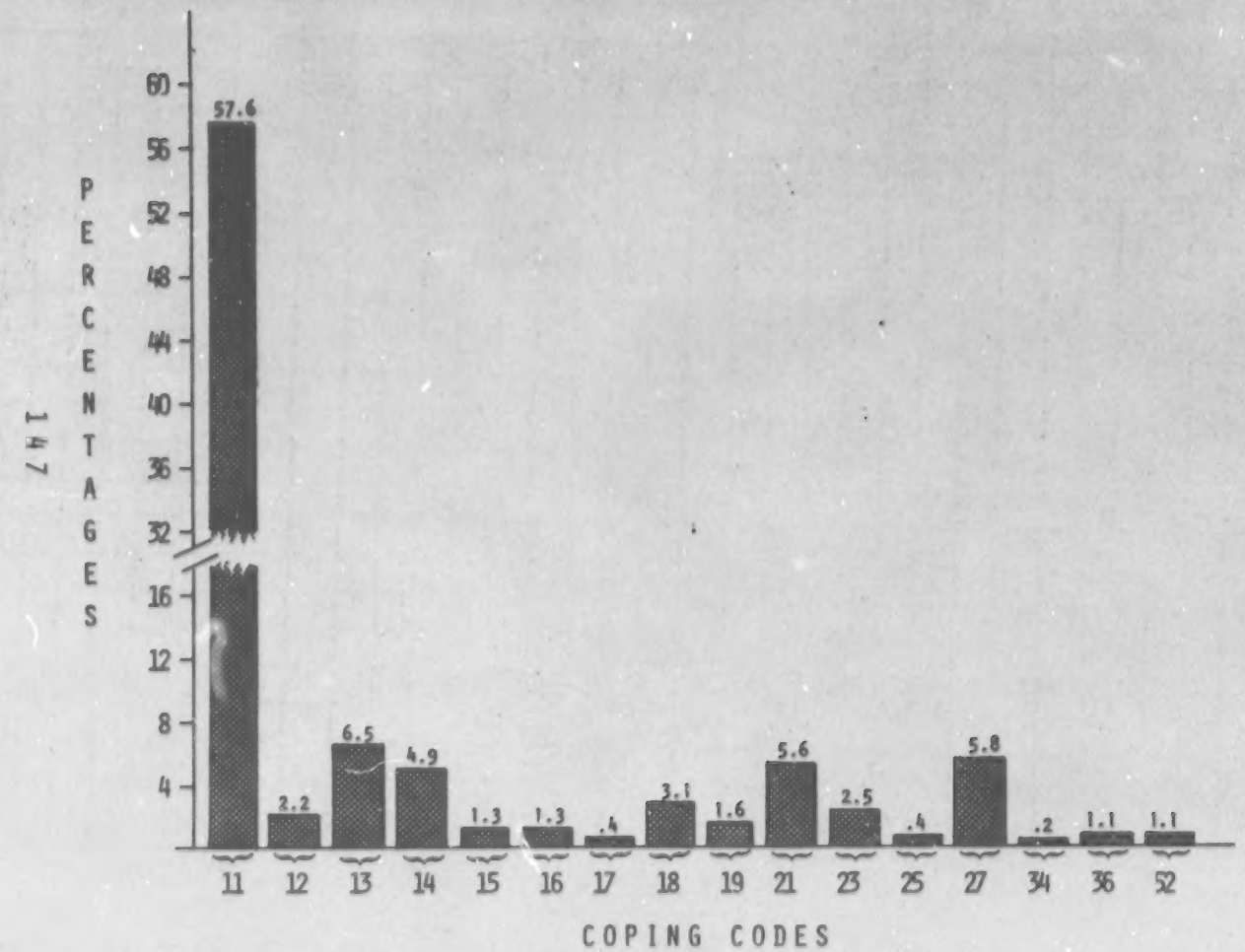


CODES FOR COPING TECHNIQUES

11. TEACHER GIVING DIRECT COMMAND OR INSTRUCTION (TELLING)
12. TEACHER COMPLIMENTING POSITIVE BEHAVIORS OR ACTIONS — AS AN EXAMPLE OF ACCEPTABLE ACTIVITIES
13. TEACHER CLARIFYING OR REMINDING STUDENTS OF RULES (HOW IT SHOULD BE)
14. TEACHER SOLICITING STUDENTS TO A BEHAVIOR CHANGE BY USING VARYING VOICE TECHNIQUES
15. TEACHER USING VARYING PATTERNS OR CUES TO GAIN STUDENT ATTENTION
16. TEACHER DIRECTING STUDENT TO ANOTHER PERSON OR LOCATION
17. TEACHER PUTTING DISTRACTION ON HOLD
18. TEACHER TELLING HOW A TASK CAN BE ACCOMPLISHED
19. OTHER (VERBAL)
21. TEACHER USING BODY LANGUAGE, GESTURES AND/OR FACIAL EXPRESSIONS
23. TEACHER PHYSICALLY REDIRECTING STUDENTS' ATTENTION
25. TEACHER IGNORING DISTRACTION (AFTER EXHIBITING AWARENESS OF THE DISTRACTION)
27. TEACHER PHYSICALLY RESOLVES DISTRACTION ("FIXES IT")
34. TEACHER USING OTHER ADULTS IN THE CLASSROOM TO COPE WITH OR TO PREVENT DISTRACTIONS
36. TEACHER USING STUDENTS TO HELP RESOLVE DISTRACTIONS
52. COPING CODES 11 AND 21 COMBINED

COPING PROFILE

TEACHER(S) X OBSERVATIONS 1-9



CODES FOR COPING TECHNIQUES

11. TEACHER GIVING DIRECT COMMAND OR INSTRUCTION (TELLING)
12. TEACHER COMPLIMENTING POSITIVE BEHAVIORS OR ACTIONS — AS AN EXAMPLE OF ACCEPTABLE ACTIVITIES
13. TEACHER CLARIFYING OR REMINDING STUDENTS OF RULES (HOW IT SHOULD BE)
14. TEACHER SOLICITING STUDENTS TO A BEHAVIOR CHANGE BY USING VARYING VOICE TECHNIQUES
15. TEACHER USING VARYING PATTERNS OR CLUES TO GAIN STUDENT ATTENTION
16. TEACHER DIRECTING STUDENT TO ANOTHER PERSON OR LOCATION
17. TEACHER PUTTING DISTRACTION ON HOLD
18. TEACHER TELLING HOW A TASK CAN BE ACCOMPLISHED
19. OTHER (VERBAL)
21. TEACHER USING BODY LANGUAGE, GESTURES AND/OR FACIAL EXPRESSIONS
23. TEACHER PHYSICALLY REDIRECTING STUDENTS' ATTENTION
25. TEACHER IGNORING DISTRACTION (AFTER EXHIBITING AWARENESS OF THE DISTRACTION)
27. TEACHER PHYSICALLY RESOLVES DISTRACTION ("FIXES IT")
34. TEACHER USING OTHER ADULTS IN THE CLASSROOM TO COPE WITH OR TO PREVENT DISTRACTIONS
36. TEACHER USING STUDENTS TO HELP RESOLVE DISTRACTIONS
52. COPING CODES 11 AND 21 COMBINED

SUMMARY OF DISTRACTION-COPING LINKAGES

DISTRACTION X COPE

GROUP TEACHER B OBSERVATION 1-9

STAT. FREQUENCY

Dist \ Cope	11	12	13	14	15	16	17	18	19	Sub	21	22	23	24	25	26	27	28	29	Sub	31	32	33	34	35	36	39	Sub	51	52	53	54	55	56	57	58	59	Sub	Grand Total	Comments
11	45	2	7		1	5	4	2		66	25		1	1	2		7			36								0		2		1	1				2	6	108	
12	6		1			2				9	1					2				3								0										0	12	
13	20	1	7	3		1				32	7									7								0		2		1	6				1	10	49	
14	5	1	6			1				13	2			1			2			5								0		1			4					5	23	
15	26	3	8	8	1	1				47	5		8	3			4			20								0			1	4				1		6	73	
16	20		4	2		2				28	1		1		1		2			5								0		1	1	1						3	36	
17	1									1										0								0										0	1	
18	4		1						1	6							2			2						1		1										0	9	
19	2									2	1									1								0										0	3	
Sub.	129	7	34	13	2	12	4	2	1	204	42	0	10	5	3	2	17	0	0	79	0	0	0	0	0	1	0	1	0	6	2	7	11	0	0	1	3	30	314	(89.7%)
21										0										0								0										0	0	
22										0	1				1					2						1		1										0	3	
23	5									5							3			3								0										0	8	
24										0							1			1								0										0	1	
25	1								1	2							5			5						4		4										0	11	
29										0										0								0										0	0	
31										0										0								0										0	0	
32										0										0								0										0	0	
39										0										0								0										0	0	
41	1									1	1									1								0										0	2	
42	2		1						1	4	1					1		1		3								0		1								1	8	
43	1		1							2									1	1								0										0	3	
44										0										0								0										0	0	
49										0										0								0										0	0	
Total	139	7	36	13	2	12	4	2	3	218	45	0	10	5	5	2	27	0	1	95	0	0	0	0	0	6	0	6	0	7	2	7	11	0	0	1	3	31	350	

(62.6%) (27.3%) (1.7%)

148

SUMMARY OF DISTRACTION-COPING LINKAGES

DISTRACTION X COPE

GROUP TEACHER X OBSERVATIONS 1-9

STAT. FREQUENCIES

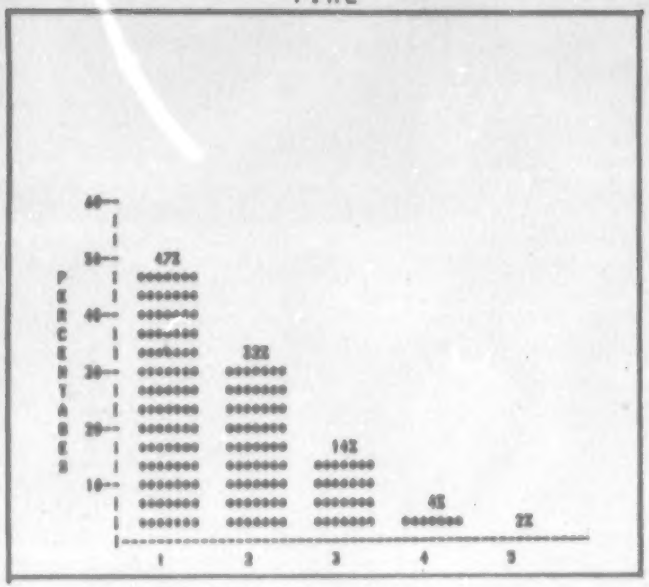
Dist \ Cope	11	12	13	14	15	16	17	18	19	Sub	21	22	23	24	25	26	27	28	29	Sub	31	32	33	34	35	36	39	Sub	51	52	53	54	55	56	57	58	59	Sub	Grand Total	Comments
11	91	6	5	4	1	1	1	10	4	123	8			1	2		2		1	14								0	1			1					1	3	140	
12	6		1				1	2		10						1				1								0											0	11	
13	47		7	2	3					59	4		2				1			7								0		2								2	68	
14	13	1	6	4				1		25	6			2						8						3		3				1						1	37	
15	39	3	6	5	1	1				55	2		6				5			13								0		3	1	1	2				1	8	76	
16	34		4	5						43	1		2							3								0				1	3					4	50	
17	2									2										0								0										0	2	
18	5			1						6	1		1				2			4								0										0	10	
19	2								1	3										0								0										0	3	
Sub.	239	10	29	21	5	2	2	13	5	236	22	0	11	3	2	1	10	0	1	50	0	0	0	0	0	3	0	3	1	5	1	3	6	0	0	0	2	18	397	(88.2%)
21										0																		0										0	0	
22	3									3	1						2			3								0										0	6	
23										0										0								0										0	0	
24										0										0								0										0	0	
25	7			1	1	4		1	2	16							13			13	1			1		2		4			2							2	35	
29										0										0								0										0	0	
31										0										0								0										0	0	
32										0										0								0										0	0	
39										0										0								0										0	0	
41	3									3	1									1								0										0	4	
42	4									4							1			1								0										0	5	
43	2									2	1									1								0										0	3	
44										0										0								0										0	0	
49										0										0								0										0	0	
Total	258	10	29	22	6	6	2	14	7	354	25	0	11	3	2	1	26	0	1	69	1	0	0	1	0	5	0	7	1	5	3	3	6	0	0	0	2	20	450	
										(79.0%)										(15.4%)								(1.6%)												

149

SUMMARY OF EFFECTIVENESS RATINGS

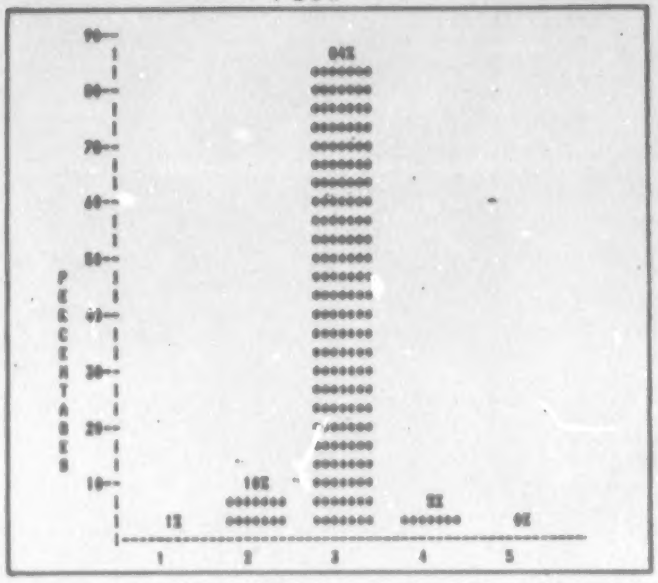
TEACHER(S) 8 OBSERVATION(S) 1-9 TOTAL NUMBER OF DISTRACTIONS = 350

TIME



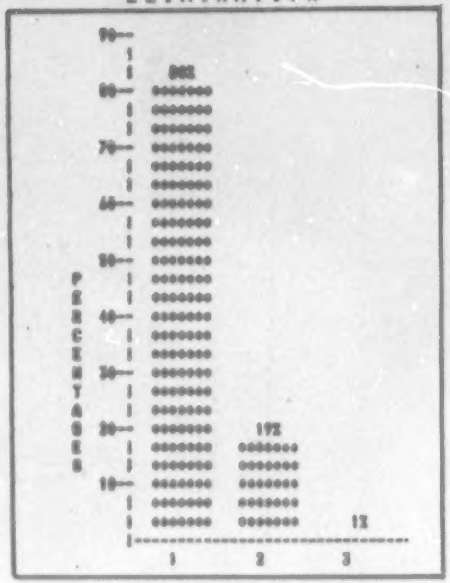
1 = LESS THAN 5 SECONDS
2 = 6 - 10 SECONDS
3 = 11 - 20 SECONDS
4 = 21 - 40 SECONDS
5 = MORE THAN 40 SECONDS

FLOW



1 = NO APPARENT BREAK IN THE INSTRUCTIONAL FLOW (DISTRACTION IGNORED)
2 = DISTRACTION MAINLY TO TEACHER; DOESN'T BOTHER STUDENTS
3 = MINOR DISTRACTION TO BOTH TEACHER AND MOST STUDENTS IN THE GROUP
4 = INSTRUCTION DISRUPTED, BUT TEACHER BRINGS THE GROUP BACK
5 = INSTRUCTION COMPLETELY DISRUPTED; VERY DIFFICULT OR NOT POSSIBLE TO BRING THE GROUP BACK TO TASK

ELIMINATION



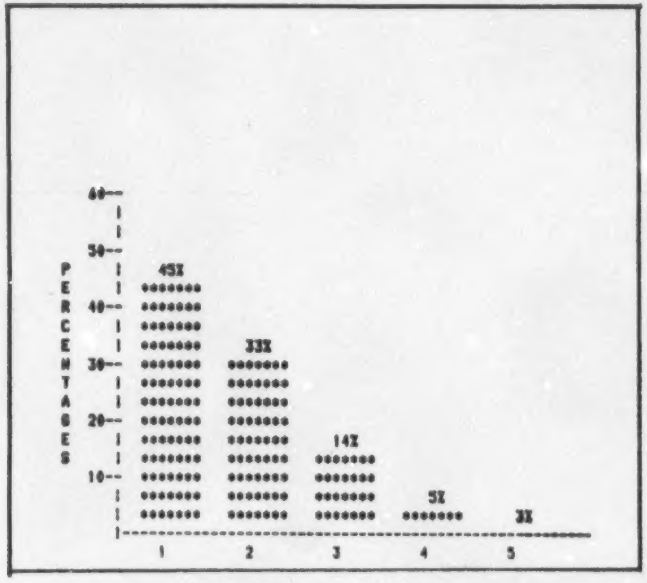
1 = APPARENT ELIMINATION OF DISTRACTION
2 = DISTRACTION CONTINUES AT A REDUCED (ACCEPTABLE) LEVEL
3 = DISTRACTION CONTINUES AND TEACHER USES ANOTHER TECHNIQUE

150

SUMMARY OF EFFECTIVENESS RATINGS

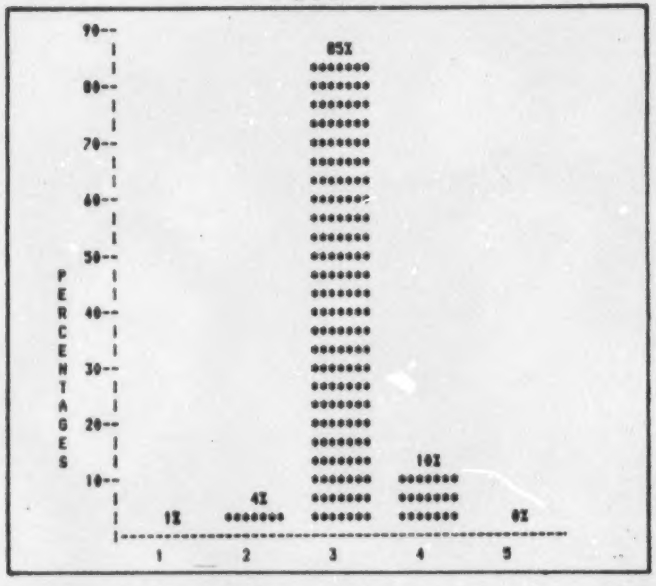
TEACHER(S) X OBSERVATION(S) 1-9 TOTAL NUMBER OF DISTRACTIONS = 450

TIME



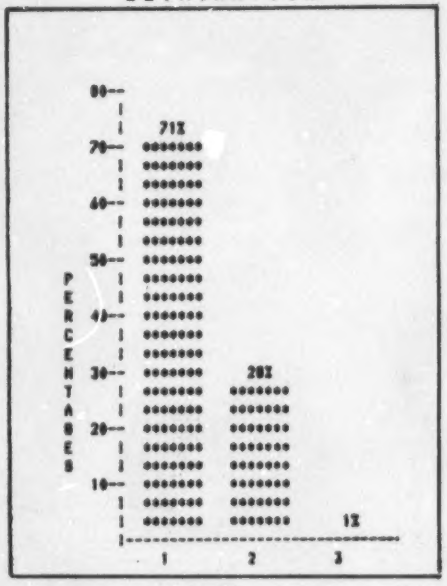
1 = LESS THAN 5 SECONDS
2 = 6 - 10 SECONDS
3 = 11 - 20 SECONDS
4 = 21 - 40 SECONDS
5 = MORE THAN 40 SECONDS

FLOW



1 = NO APPARENT BREAK IN THE INSTRUCTIONAL FLOW (DISTRACTION IGNORED)
2 = DISTRACTION MAINLY TO TEACHER; DOESN'T BOTHER STUDENTS
3 = MINOR DISTRACTION TO BOTH TEACHER AND MOST STUDENTS IN THE GROUP
4 = INSTRUCTION DISRUPTED, BUT TEACHER BRINGS THE GROUP BACK
5 = INSTRUCTION COMPLETELY DISRUPTED; VERY DIFFICULT OR NOT POSSIBLE TO BRING THE GROUP BACK TO TASK

ELIMINATION



1 = APPARENT ELIMINATION OF DISTRACTION
2 = DISTRACTION CONTINUES AT A REDUCED (ACCEPTABLE) LEVEL
3 = DISTRACTION CONTINUES AND TEACHER USES ANOTHER TECHNIQUE

151

192

193

APPENDIX D

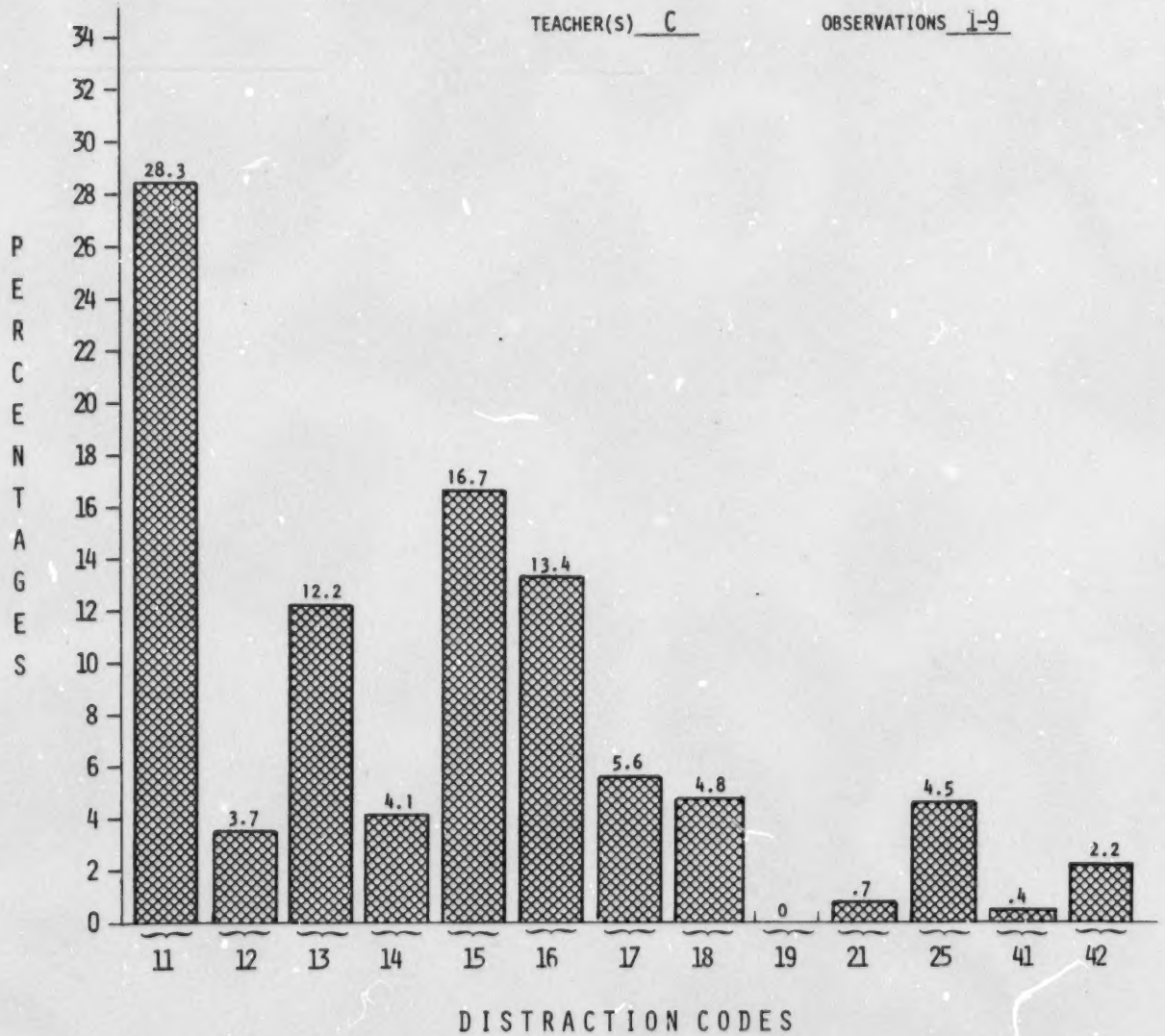
Grade Two Teachers' Reduced Data

The following figures and tables present the reduced data for Teachers C and Y.

A distraction profile, a coping profile, a summary of distraction - coping linkages, and a summary of effectiveness ratings are presented for each teacher.

DISTRACTION PROFILE

TEACHER(S) C OBSERVATIONS 1-9

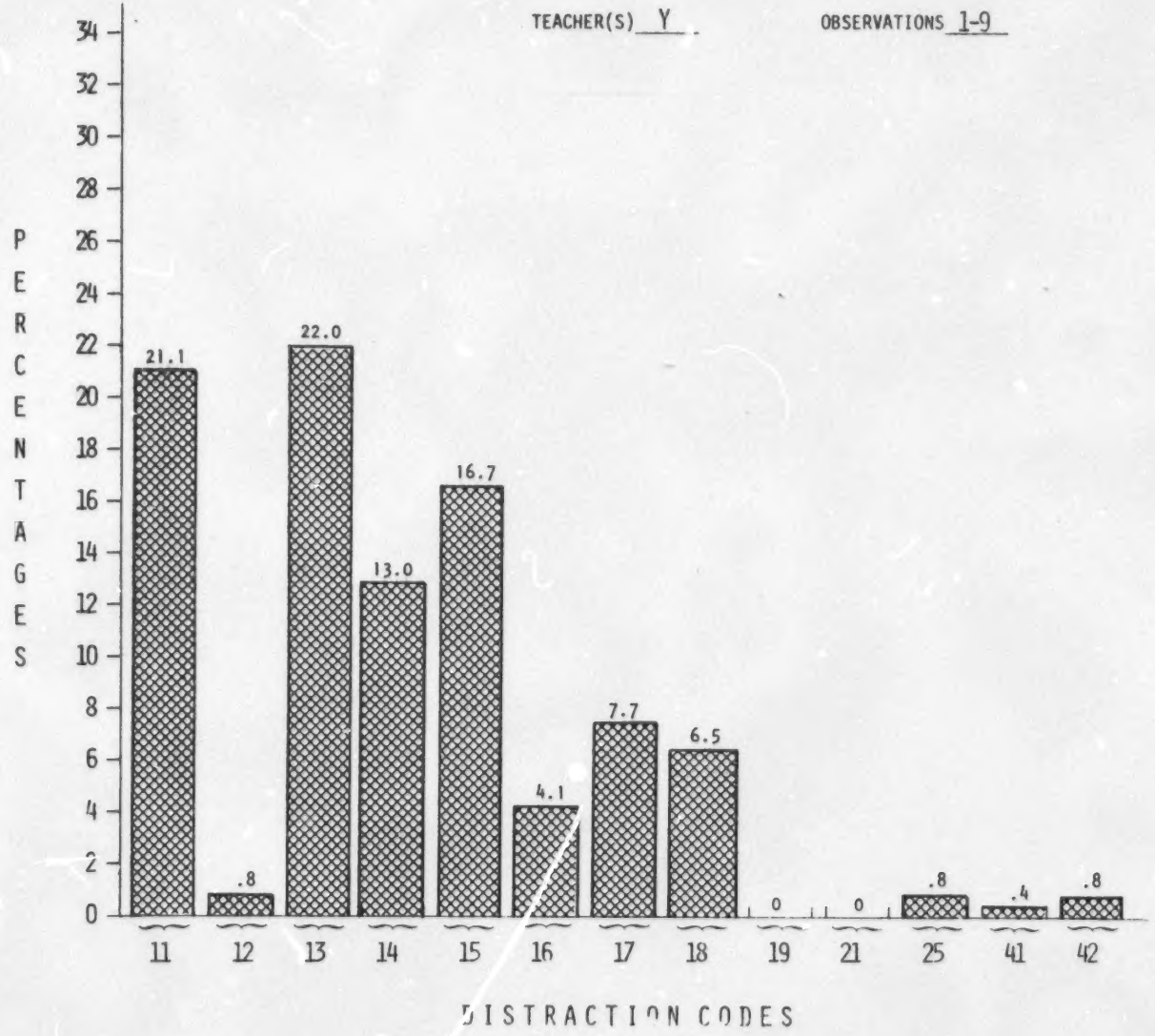


DISTRACTION CODES

11. STUDENTS VERBALLY INTERRUPTING THE TEACHER
12. STUDENT SEEKING CLARIFICATION
13. STUDENT-STUDENT INTERACTIONS WHICH ARE DISRUPTIVE
14. GENERAL STUDENT NOISE
15. STUDENTS NOT CONCENTRATING ON CLASSROOM ACTIVITIES (NOT ON TASK)
16. STUDENT'S PHYSICAL POSITION OR LOCATION
17. STUDENT INTENTIONALLY ATTEMPTING TO DISRUPT INSTRUCTION OR CHALLENGE RULES
18. PHYSICAL DISORDERS TO THE CLASSROOM ENVIRONMENT OR TO STUDENTS
19. OTHER (STUDENT GENERATED)
21. SENSORY DISTRACTIONS
25. TEACHER CREATES DISTRACTION
41. UNEXPECTED VISITORS
42. COMMUNICATIONS TO THE TEACHER

DISTRACTION PROFILE

TEACHER(S) Y OBSERVATIONS 1-9

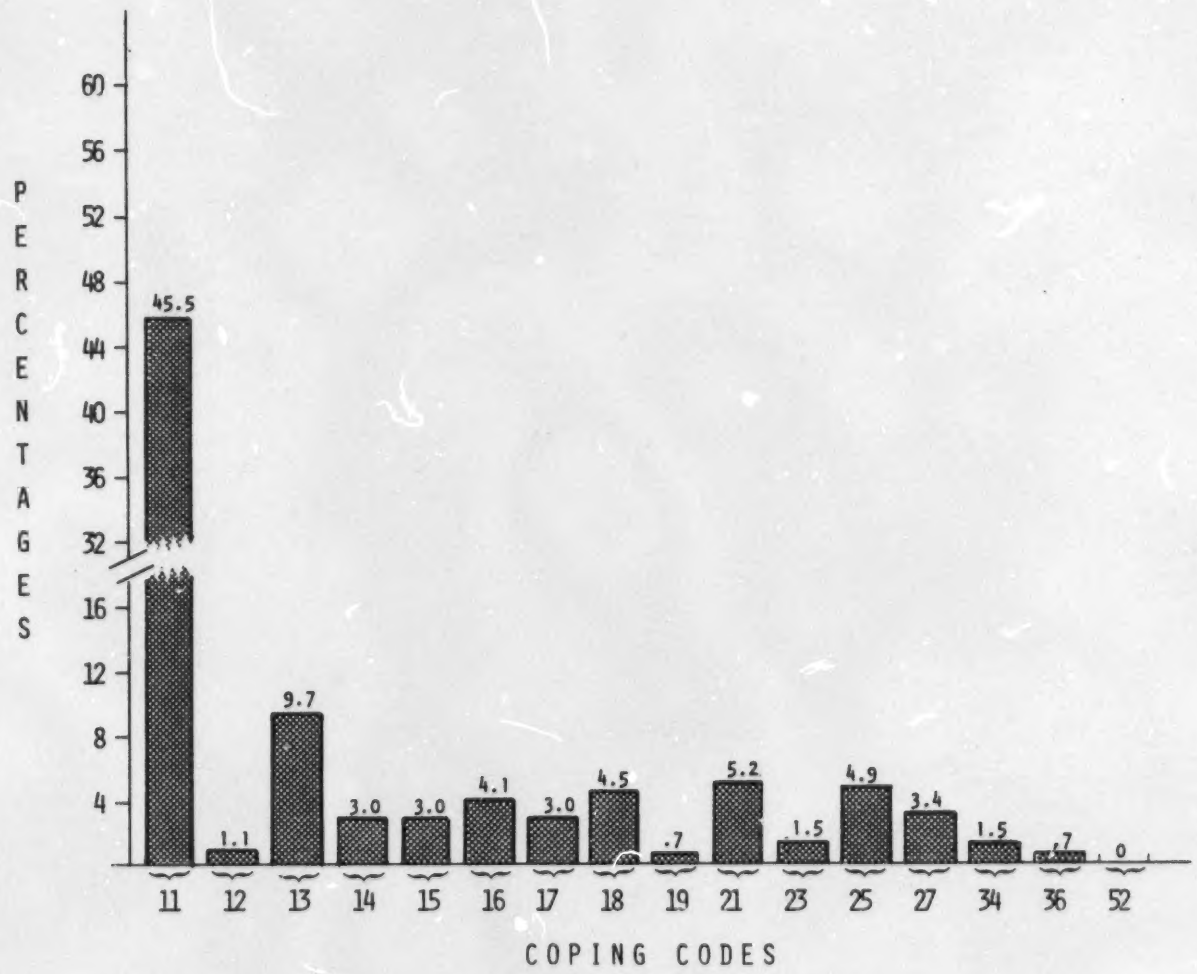


DISTRACTION CODES

11. STUDENTS VERBALLY INTERRUPTING THE TEACHER
12. STUDENT SEEKING CLARIFICATION
13. STUDENT-STUDENT INTERACTIONS WHICH ARE DISRUPTIVE
14. GENERAL STUDENT NOISE
15. STUDENTS NOT CONCENTRATING ON CLASSROOM ACTIVITIES (NOT ON TASK)
16. STUDENT'S PHYSICAL POSITION OR LOCATION
17. STUDENT INTENTIONALLY ATTEMPTING TO DISRUPT INSTRUCTION OR CHALLENGE RULES
18. PHYSICAL DISORDERS TO THE CLASSROOM ENVIRONMENT OR TO STUDENTS
19. OTHER (STUDENT GENERATED)
21. SENSORY DISTRACTIONS
25. TEACHER CREATES DISTRACTION
41. UNEXPECTED VISITORS
42. COMMUNICATIONS TO THE TEACHER

COPING PROFILE

TEACHER(S) C OBSERVATIONS 1-9

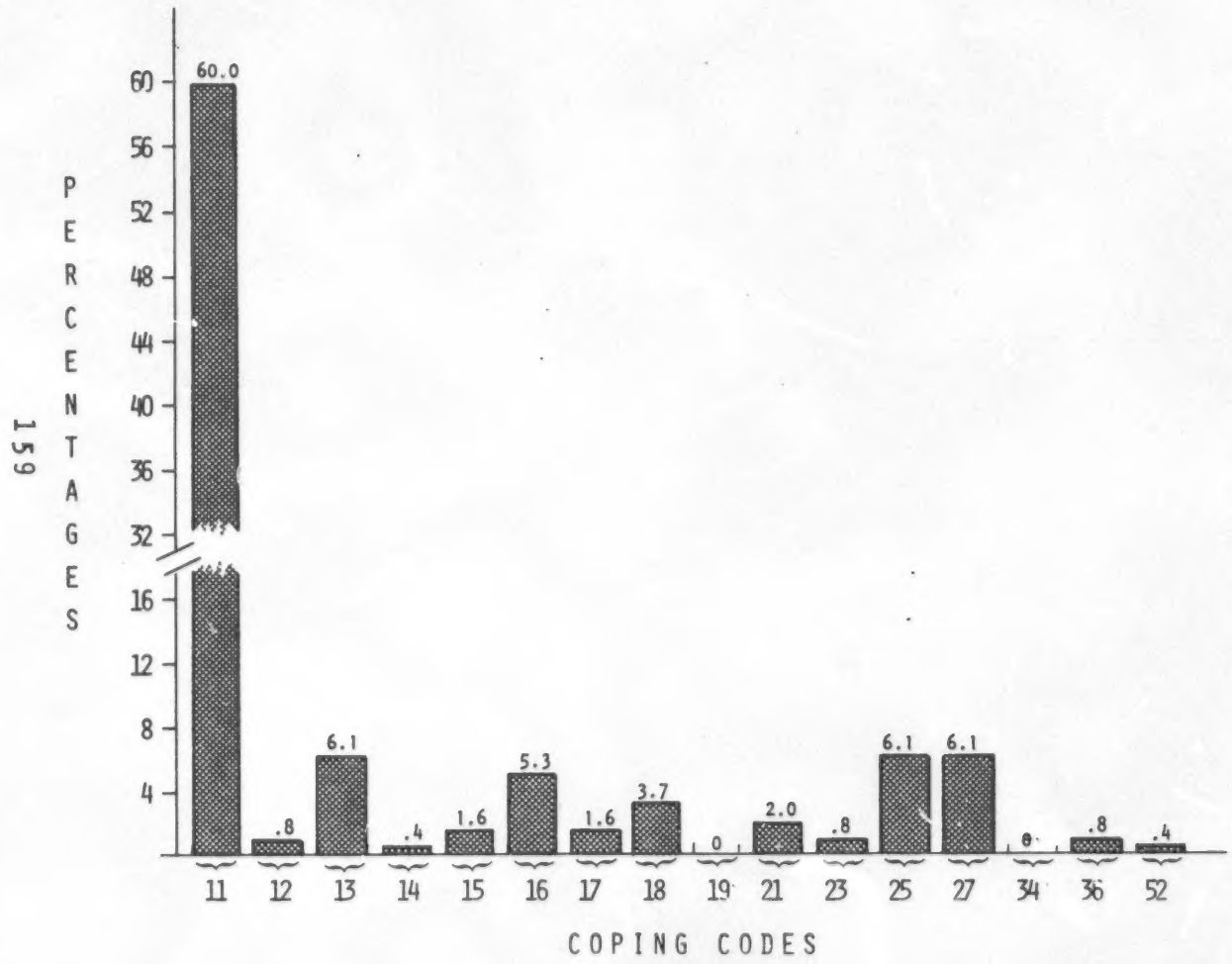


CODES FOR COPING TECHNIQUES

11. TEACHER GIVING DIRECT COMMAND OR INSTRUCTION (TELLING)
12. TEACHER COMPLIMENTING POSITIVE BEHAVIORS OR ACTIONS — AS AN EXAMPLE OF ACCEPTABLE ACTIVITIES
13. TEACHER CLARIFYING OR REMINDING STUDENTS OF RULES (HOW IT SHOULD BE)
14. TEACHER SOLICITING STUDENTS TO A BEHAVIOR CHANGE BY USING VARYING VOICE TECHNIQUES
15. TEACHER USING VARYING PATTERNS OR CLUES TO GAIN STUDENT ATTENTION
16. TEACHER DIRECTING STUDENT TO ANOTHER PERSON OR LOCATION
17. TEACHER PUTTING DISTRACTION ON HOLD
18. TEACHER TELLING HOW A TASK CAN BE ACCOMPLISHED
19. OTHER (VERBAL)
21. TEACHER USING BODY LANGUAGE, GESTURES AND/OR FACIAL EXPRESSIONS
23. TEACHER PHYSICALLY REDIRECTING STUDENTS' ATTENTION
25. TEACHER IGNORING DISTRACTION (AFTER EXHIBITING AWARENESS OF THE DISTRACTION)
27. TEACHER PHYSICALLY RESOLVES DISTRACTION ("FIXES IT")
34. TEACHER USING OTHER ADULTS IN THE CLASSROOM TO COPE WITH OR TO PREVENT DISTRACTIONS
36. TEACHER USING STUDENTS TO HELP RESOLVE DISTRACTIONS
52. COPING CODES 11 AND 21 COMBINED

COPING PROFILE

TEACHER(S) Y OBSERVATIONS 1-9



159

CODES FOR COPING TECHNIQUES

11. TEACHER GIVING DIRECT COMMAND OR INSTRUCTION (TELLING)
12. TEACHER COMPLIMENTING POSITIVE BEHAVIORS OR ACTIONS — AS AN EXAMPLE OF ACCEPTABLE ACTIVITIES
13. TEACHER CLARIFYING OR REMINDING STUDENTS OF RULES (HOW IT SHOULD BE)
14. TEACHER SOLICITING STUDENTS TO A BEHAVIOR CHANGE BY USING VARYING VOICE TECHNIQUES
15. TEACHER USING VARYING PATTERNS OR CLUES TO GAIN STUDENT ATTENTION
16. TEACHER DIRECTING STUDENT TO ANOTHER PERSON OR LOCATION
17. TEACHER PUTTING DISTRACTION ON HOLD
18. TEACHER TELLING HOW A TASK CAN BE ACCOMPLISHED
19. OTHER (VERBAL)
21. TEACHER USING BODY LANGUAGE, GESTURES AND/OR FACIAL EXPRESSIONS
23. TEACHER PHYSICALLY REDIRECTING STUDENTS' ATTENTION
25. TEACHER IGNORING DISTRACTION (AFTER EXHIBITING AWARENESS OF THE DISTRACTION)
27. TEACHER PHYSICALLY RESOLVES DISTRACTION ("FIXES IT")
34. TEACHER USING OTHER ADULTS IN THE CLASSROOM TO COPE WITH OR TO PREVENT DISTRACTIONS
36. TEACHER USING STUDENTS TO HELP RESOLVE DISTRACTIONS
52. COPING CODES 11 AND 21 COMBINED

SUMMARY OF DISTRACTION-COPING LINKAGES

DISTRACTION X COPE

GROUP TEACHER C OBSERVATION 1-9

STAT. FREQUENCY

Code Dist	11	12	13	14	15	16	17	18	19	Sub	21	22	23	24	25	26	27	28	29	Sub	31	32	33	34	35	36	39	Sub	51	52	53	54	55	56	57	58	59	Sub	Grand Total	Comments
11	32	1	4	2			7	4	5	55	10			1		3		3		17								0	1			1				1	1		4	76	
12	2		2				2		4	10										0								0											0	10	
13	17		4	2	1	1			1	26			1	2		2				5								0				1						1	2	33	
14	6		4							10						1				1								0											0	11	
15	21	1	6	4	4					36				1		4				5								0				1	2					1	4	45	
16	26		2		2				1	1	32	2						1		1	4								0										0	36	
17	4	1	3		1	2			1		12										0							0	2					1				3	15	
18	7							2			9					1		2			3				1			1				1							1	13	
19											0										0							0											0	0	
Sub.	115	3	25	8	8	12	6	12	1	190	12	1	4	0	11	0	6	0	1	35	0	0	0	1	0	0	0	1	3	0	1	5	0	1	1	1	2	14	239	(88.8%)
21	1									1					1					1								0											0	2	
22	2									2										0								0											0	2	
23										0										0								0											0	0	
24									1	1										0								0											0	1	
25	1									1	1				1		2			4			2	3		2		7											0	12	
29										0										0								0											0	0	
31										0										0								0											0	0	
32							1			1	1									1								0	1										1	1	
39										0										0								0											0	0	
41			1							1										0								0											0	1	
42	3						1			4							2			2								0											0	6	
43										0										0			1		2			3											0	3	
44										0										0								0											0	0	
49										0										0								0											0	0	
TOTAL	122	3	26	8	8	12	8	12	2	201	14	1	4	0	13	0	10	0	1	43	0	0	3	4	2	2	0	11	4	0	1	5	0	1	1	1	2	14	259	
										(74.6%)										(16.0%)								(4.1%)												

160

SUMMARY OF DISTRACTION-COPING LINKAGES

DISTRACTION X COPE

GROUP TEACHER Y OBSERVATIONS 1-9

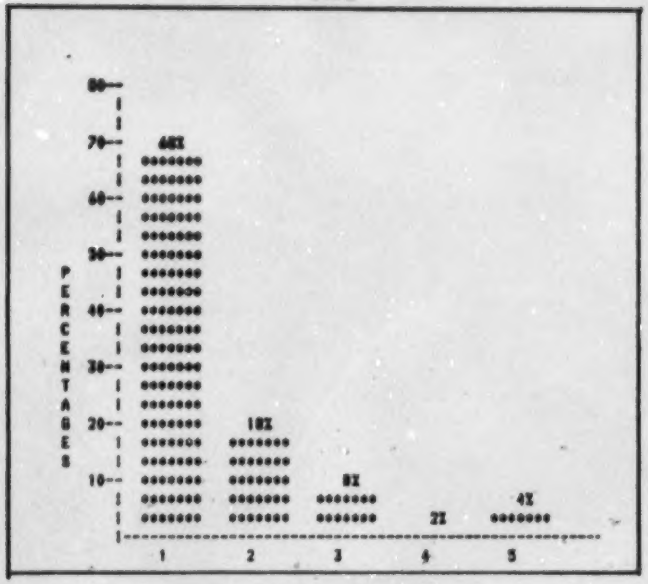
STAT. FREQUENCIES

Dist \ Cope	11	12	13	14	15	16	17	18	19	Sub	21	22	23	24	25	26	27	28	29	Sub	31	32	33	34	35	36	39	Sub	51	52	53	54	55	56	57	58	59	Sub	Grand Total	Comments
11	36		2				3	3		44	2			1	2		2			7						1		1										0	52	
12						1				1					1					1								0										0	2	
13	34		5			5		2		46	1				5		1			7								0	1									1	54	
14	23		4		1			1		29				2	1					3								0										0	32	
15	24	2	4		3	3	1			37					1		1			2								0					1				1	2	41	
16	7					1				8										0								0		1			1					2	10	
17	12					2				14			2		1					3						1		1									1	2	19	
18	6			1				2		9				1			4			5								0								2	2	16	
19										0										0								0										0	0	
Sub.	142	2	15	1	4	12	4	8	0	188	3	0	2	4	11	0	8	0	0	28	0	0	0	0	0	2	0	2	1	1	0	0	2	0	0	0	4	8	226	(91.9%)
21										0										0								0										0	0	
22	2									2	2									2								0										0	4	
23										0										0								0										0	0	
24										0					1		2			3								0										0	3	
25										0							2			2								0										0	2	
29										0										0								0										0	0	
31										0					2					2								0										0	2	
32						1				1										0								0										0	1	
39										0										0								0										0	0	
41	1									1										0								0										0	1	
42	1									1							1			1								0										0	2	
43										0					1		2			3								0										0	3	
44	1							1		2										0								0										0	2	
49										0										0								0										0	0	
Total	147	2	15	1	4	13	4	9	0	195	5	0	2	4	15	0	15	0	0	41		0	0	0	0	2	0	2	1	1	0	0	2	0	0	0	4	8	246	
										(79.6%)										(16.7%)								(.8%)												

SUMMARY OF EFFECTIVENESS RATINGS

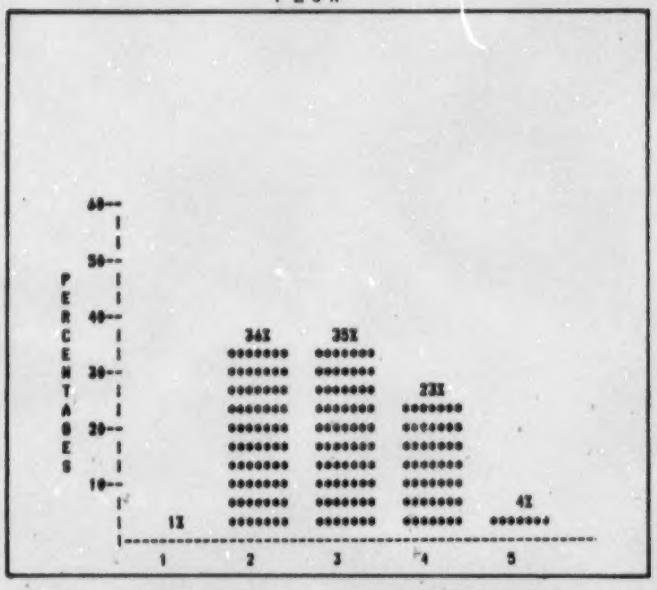
TEACHER(S) C OBSERVATION(S) 1-9 TOTAL NUMBER OF DISTRACTIONS = 269

TIME



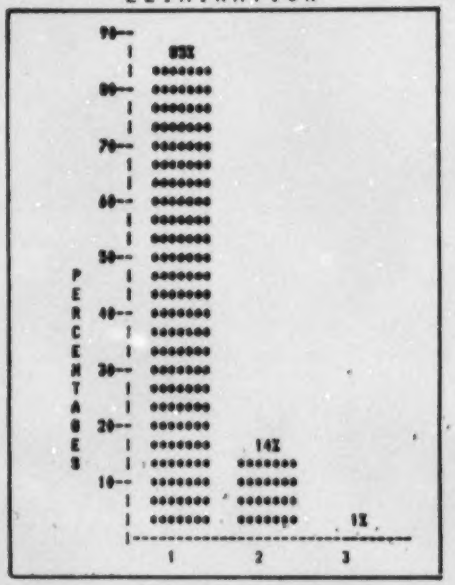
1 = LESS THAN 5 SECONDS
2 = 6 - 10 SECONDS
3 = 11 - 20 SECONDS
4 = 21 - 40 SECONDS
5 = MORE THAN 40 SECONDS

FLOW



1 = NO APPARENT BREAK IN THE INSTRUCTIONAL FLOW (DISTRACTION IGNORED)
2 = DISTRACTION MAINLY TO TEACHER; DOESN'T BOTHER STUDENTS
3 = MINOR DISTRACTION TO BOTH TEACHER AND MOST STUDENTS IN THE GROUP
4 = INSTRUCTION DISRUPTED, BUT TEACHER BRINGS THE GROUP BACK
5 = INSTRUCTION COMPLETELY DISRUPTED; VERY DIFFICULT OR NOT POSSIBLE TO BRING THE GROUP BACK TO TASK

ELIMINATION



1 = APPARENT ELIMINATION OF DISTRACTION
2 = DISTRACTION CONTINUES AT A REDUCED (ACCEPTABLE) LEVEL
3 = DISTRACTION CONTINUES AND TEACHER USES ANOTHER TECHNIQUE

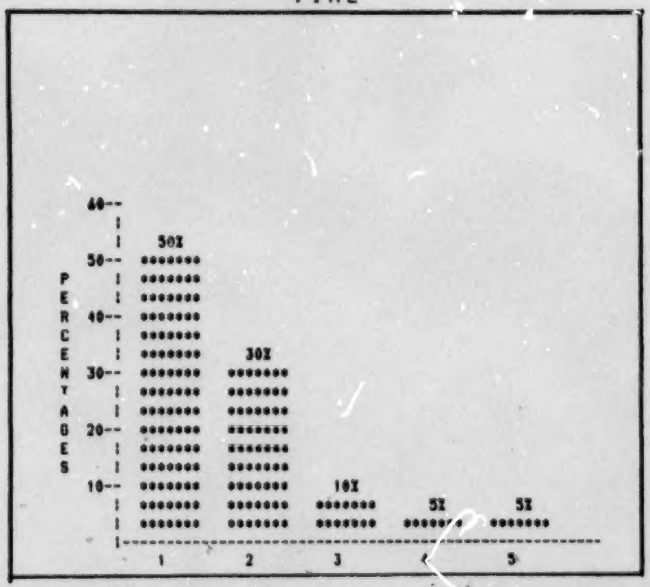
SUMMARY OF EFFECTIVENESS RATINGS

TEACHER(S) Y

OBSERVATION(S) 1-9

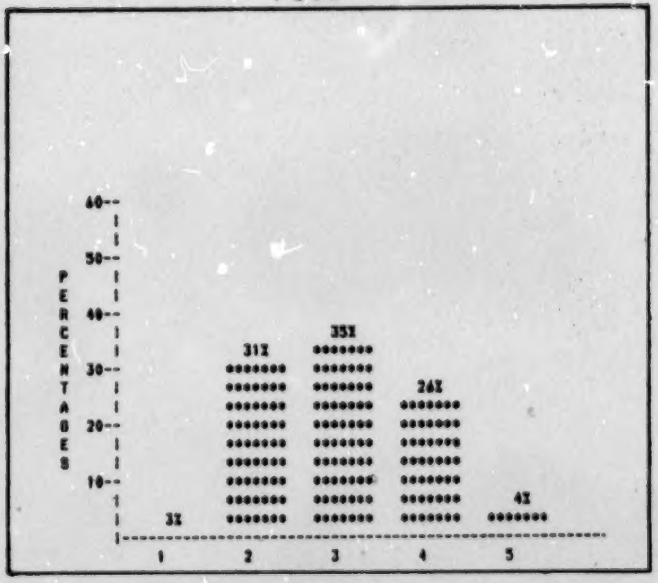
TOTAL NUMBER OF DISTRACTIONS = 246

TIME



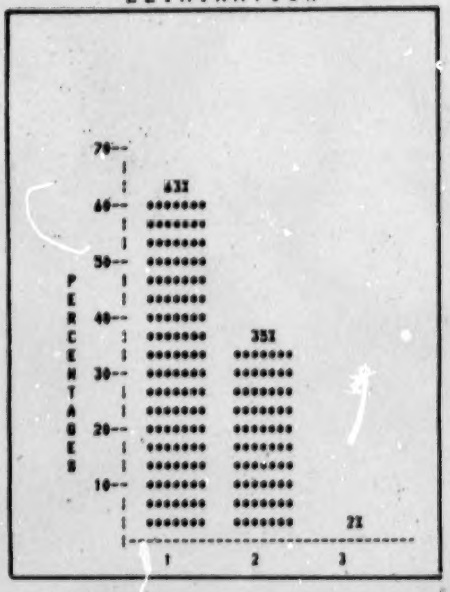
1 = LESS THAN 5 SECONDS
2 = 6 - 10 SECONDS
3 = 11 - 20 SECONDS
4 = 21 - 40 SECONDS
5 = MORE THAN 40 SECONDS

FLOW



1 = NO APPARENT BREAK IN THE INSTRUCTIONAL FLOW (DISTRACTION IGNORED)
2 = DISTRACTION MAINLY TO TEACHER; DOESN'T BOTHER STUDENTS
3 = MINOR DISTRACTION TO BOTH TEACHER AND MOST STUDENTS IN THE GROUP
4 = INSTRUCTION DISRUPTED, BUT TEACHER BRINGS THE GROUP BACK
5 = INSTRUCTION COMPLETELY DISRUPTED; VERY DIFFICULT OR NOT POSSIBLE TO BRING THE GROUP BACK TO TASK

ELIMINATION



1 = APPARENT ELIMINATION OF DISTRACTION
2 = DISTRACTION CONTINUES AT A REDUCED (ACCEPTABLE) LEVEL
3 = DISTRACTION CONTINUES AND TEACHER USES ANOTHER TECHNIQUE

APPENDIX E

Grades Three and Four

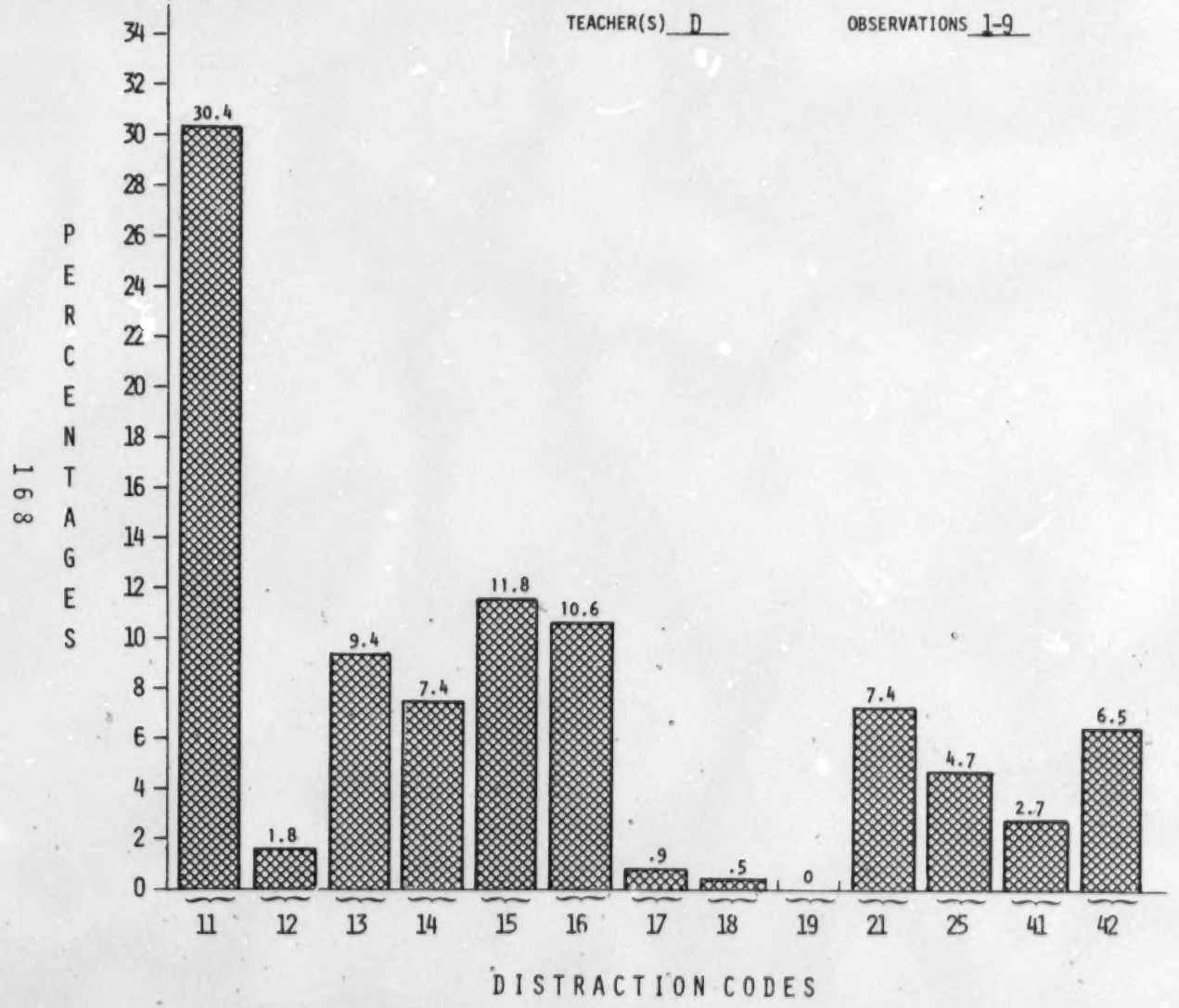
Teachers' Reduced Data

The following figures present the reduced data for Teachers D and Z.

A distraction profile, a coping profile, a summary of distraction - coping linkages, and a summary of effectiveness ratings are presented for each teacher.

DISTRACTION PROFILE

TEACHER(S) D OBSERVATIONS 1-9



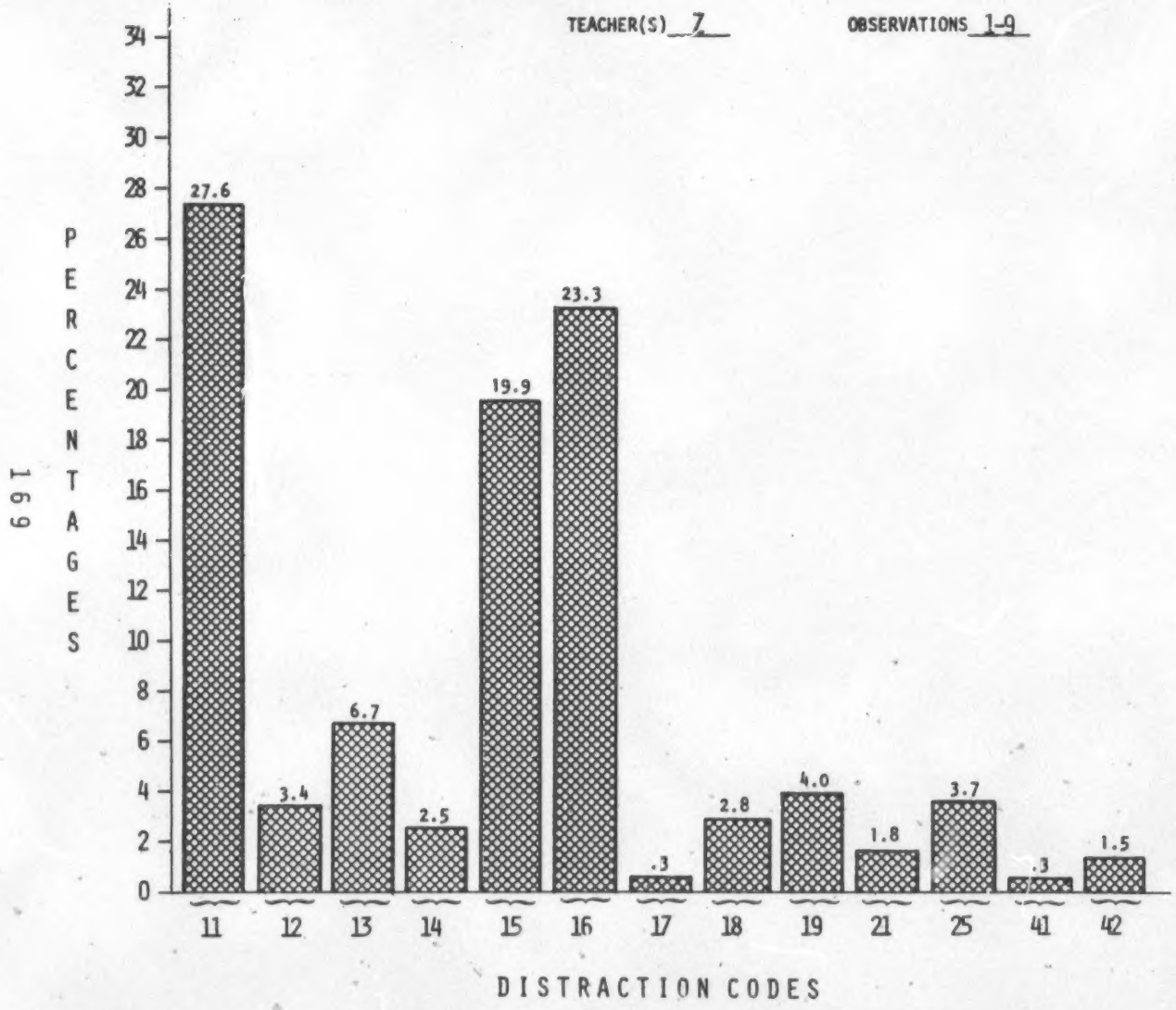
DISTRACTION CODES

11. STUDENTS VERBALLY INTERRUPTING THE TEACHER
12. STUDENT SEEKING CLARIFICATION
13. STUDENT-STUDENT INTERACTIONS WHICH ARE DISRUPTIVE
14. GENERAL STUDENT NOISE
15. STUDENTS NOT CONCENTRATING ON CLASSROOM ACTIVITIES (NOT ON TASK)
16. STUDENT'S PHYSICAL POSITION OR LOCATION
17. STUDENT INTENTIONALLY ATTEMPTING TO DISRUPT INSTRUCTION OR CHALLENGE RULES
18. PHYSICAL DISORDERS TO THE CLASSROOM ENVIRONMENT OR TO STUDENTS
19. OTHER (STUDENT GENERATED)
21. SENSORY DISTRACTIONS
25. TEACHER CREATES DISTRACTION
41. UNEXPECTED VISITORS
42. COMMUNICATIONS TO THE TEACHER

168

DISTRACTION PROFILE

TEACHER(S) 7 OBSERVATIONS 1-9



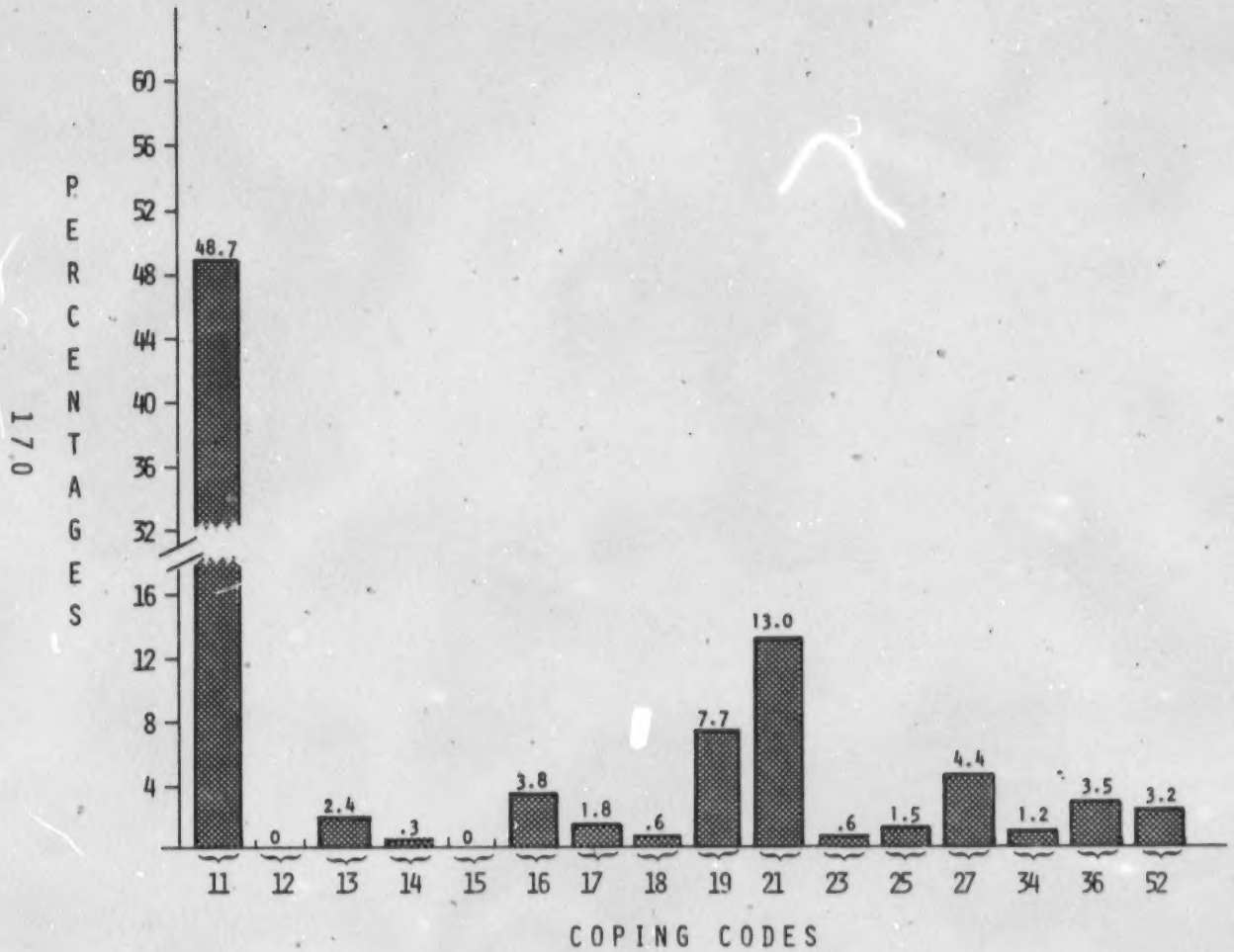
169

DISTRACTION CODES

11. STUDENTS VERBALLY INTERRUPTING THE TEACHER
12. STUDENT SEEKING CLARIFICATION
13. STUDENT-STUDENT INTERACTIONS WHICH ARE DISRUPTIVE
14. GENERAL STUDENT NOISE
15. STUDENTS NOT CONCENTRATING ON CLASSROOM ACTIVITIES (NOT ON TASK)
16. STUDENT'S PHYSICAL POSITION OR LOCATION
17. STUDENT INTENTIONALLY ATTEMPTING TO DISRUPT INSTRUCTION OR CHALLENGE RULES
18. PHYSICAL DISORDERS TO THE CLASSROOM ENVIRONMENT OR TO STUDENTS
19. OTHER (STUDENT GENERATED)
21. SENSORY DISTRACTIONS
25. TEACHER CREATES DISTRACTION
41. UNEXPECTED VISITORS
42. COMMUNICATIONS TO THE TEACHER

COPING PROFILE

TEACHER(S) D OBSERVATIONS 1-9

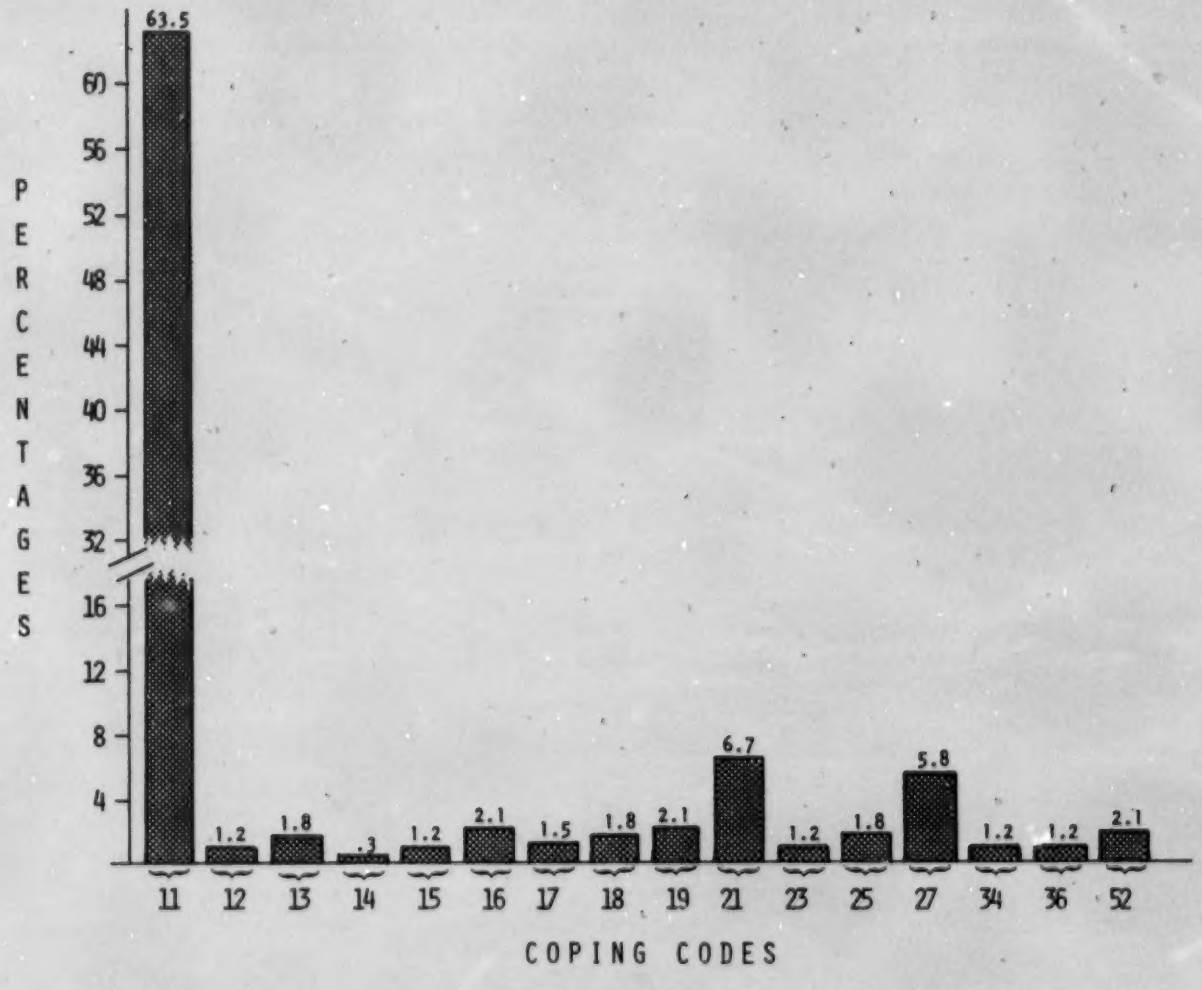


CODES FOR COPING TECHNIQUES

11. TEACHER GIVING DIRECT COMMAND OR INSTRUCTION (TELLING)
12. TEACHER COMPLIMENTING POSITIVE BEHAVIORS OR ACTIONS -- AS AN EXAMPLE OF ACCEPTABLE ACTIVITIES
13. TEACHER CLARIFYING OR REMINDING STUDENTS OF RULES (HOW IT SHOULD BE)
14. TEACHER SOLICITING STUDENTS TO A BEHAVIOR CHANGE BY USING VARYING VOICE TECHNIQUES
15. TEACHER USING VARYING PATTERNS OR CLUES TO GAIN STUDENT ATTENTION
16. TEACHER DIRECTING STUDENT TO ANOTHER PERSON OR LOCATION
17. TEACHER PUTTING DISTRACTION ON HOLD
18. TEACHER TELLING HOW A TASK CAN BE ACCOMPLISHED
19. OTHER (VERBAL)
21. TEACHER USING BODY LANGUAGE, GESTURES AND/OR FACIAL EXPRESSIONS
23. TEACHER PHYSICALLY REDIRECTING STUDENTS' ATTENTION
25. TEACHER IGNORING DISTRACTION (AFTER EXHIBITING AWARENESS OF THE DISTRACTION)
27. TEACHER PHYSICALLY RESOLVES DISTRACTION ("FIXES IT")
34. TEACHER USING OTHER ADULTS IN THE CLASSROOM TO COPE WITH OR TO PREVENT DISTRACTIONS
36. TEACHER USING STUDENTS TO HELP RESOLVE DISTRACTIONS
52. COPING CODES 11 AND 21 COMBINED

COPING PROFILE

TEACHER(S) 7 OBSERVATIONS 1-9



CODES FOR COPING TECHNIQUES

11. TEACHER GIVING DIRECT COMMAND OR INSTRUCTION (TELLING)
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25. TEACHER IGNORING DISTRACTION (AFTER EXHIBITING AWARENESS OF THE DISTRACTION)
27. TEACHER PHYSICALLY RESOLVES DISTRACTION ("FIXES IT")
34. TEACHER USING OTHER ADULTS IN THE CLASSROOM TO COPE WITH OR TO PREVENT DISTRACTIONS
36. TEACHER USING STUDENTS TO HELP RESOLVE DISTRACTIONS
52. COPING CODES 11 AND 21 COMBINED

SUMMARY OF DISTRACTION-COPING LINKAGES

DISTRACTION X COPE

GROUP TEACHER D OBSERVATIONS 1-9

STAT. FREQUENCIES

Dist \ Cope	11	12	13	14	15	16	17	18	19	SUB	21	22	23	24	25	26	27	28	29	SUB	31	32	33	34	35	36	39	SUB	51	52	53	54	55	56	57	58	59	SUB	GRAND TOTAL	COMMENTS
11	64		3			1	3		7	78	5		1		4		8			18						1		1	1	4	1							6	103	
12	2					1	1	2		6										0								0										0	6	
13	13			1		5				19	4	1					1			6				1		3		4		2	1							3	32	
14	8		2							10	3			5					1	9				1				1					3				2	5	25	
15	26		2			3				31	2	1					1			4								0	1	1	1		1				1	5	40	
16	23		1				1			25	4		1				1			6								0	1	4								5	36	
17	2								1	3										0								0										0	3	
18	12					2				14	1									1						2		2										0	17	
19										0										0								0										0	0	
SUB.	150	0	8	1	0	12	5	2	8	186	19	2	2	5	4	0	11	0	1	44	0	0	0	2	0	6	0	8	3	11	3	0	4	0	0	0	3	24	262	(77.3%)
21	2									2	22				1					23								0										0	25	
22										0										0								0										0	0	
23	1									1										0								0										0	1	
24										0										0								0										0	0	
25	1					1			4	6		1					1			2		1		1		6		8										0	16	
29										0										0								0										0	0	
31										0										0								0										0	0	
32										0										0								0										0	0	
39										0										0								0										0	0	
41	2						1		1	4	3	1					1			5								0										0	9	
42	8								11	19							2			2				1				1										0	22	
43									1	1										0								0										0	1	
44										0										0								0										0	0	
OTHER	1								1	2									1	1								0										0	3	
TOTAL	165	0	8	1	0	13	6	2	26	221	44	4	2	5	5	0	15	0	2	77	0	1	0	4	0	12	0	17	3	11	3	0	4	0	0	0	3	24	339	
										(65.2%)										(22.7%)								(5.0%)												

172

SUMMARY OF DISTRACTION-COPING LINKAGES

DISTRACTION X COPE

GROUP TEACHER Z OBSERVATIONS 1-9

STAT. FREQUENCIES

DIST \ COPE	11	12	13	14	15	16	17	18	19	SUB	21	22	23	24	25	26	27	28	29	SUB	31	32	33	34	35	36	39	SUB	51	52	53	54	55	56	57	58	59	SUB	GRAND TOTAL	COMMENT
11	57	2	3		1	2	3	1	2	71	6		3		4		1		4	18				1				1										0	90	
12	5							5		10	1									1								0										0	11	
13	12		2		2				2	18	1				1		1			3								0		1								1	22	
14	7	1								8										0								0										0	8	
15	55			1						56		1								1				1	1	1		3		1	3						1	5	65	
16	51				1	3	2		1	58	7	1	1				3			12						1		1		5							5	76	
17			1							1										0								0										0	1	
18	1									1							8			8								0										0	9	
19	8					1			1	10	2									2						1		1										0	13	
SUB.	196	3	6	1	4	6	5	6	6	233	17	2	4	0	5	0	13	0	4	45	0	0	0	2	1	3	0	6	0	7	3	0	0	0	0	0	1	11	295	(90.5%)
21	1									1	4				1					5								0										0	6	
22										0										0								0										0	0	
23	0									0										0								0										0	0	
24	0									0										0								0										0	0	
25	6	1								7	1						2			3				1		1		2										0	12	
29	1					1				2							1			0								0										0	3	
31	1									1										0								0										0	1	
32										0										0								0										0	0	
39										0										0								0										0	0	
41										0							1			1								0										0	1	
42	2									2							2			2					1			1										0	5	
43									1	1			1							1								0										0	2	
44										0										0								0										0	0	
49										0										0								0			1							1	1	
TOTAL	207	4	6	1	4	7	5	6	7	247	22	3	4	0	6	0	19	0	4	58	0	0	0	3	2	4	0	9	0	7	4	0	0	0	0	0	1	12	326	
										(75.8%)										(17.8%)								(2.8%)												

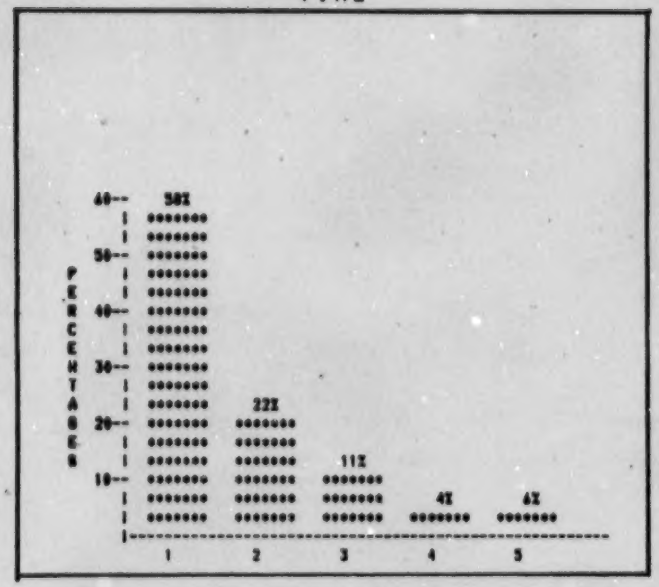
SUMMARY OF EFFECTIVENESS RATINGS

TEACHER(S) D

OBSERVATION(S) 1-9

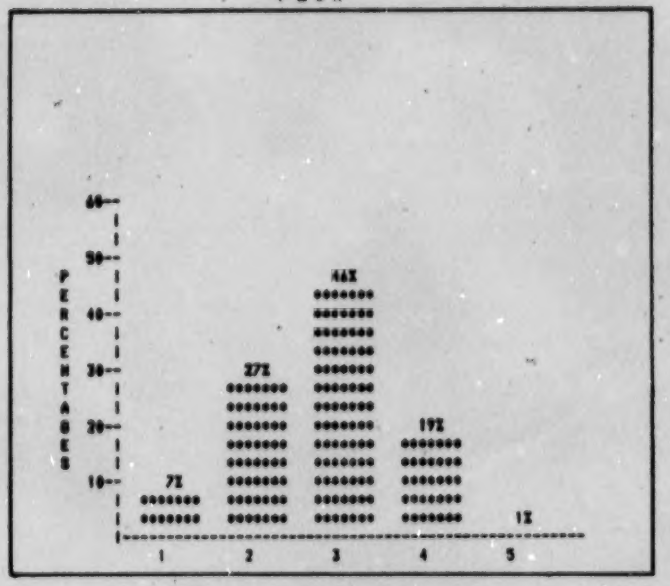
TOTAL NUMBER OF DISTRACTIONS = 339

TIME



1 = LESS THAN 5 SECONDS
2 = 6 - 10 SECONDS
3 = 11 - 20 SECONDS
4 = 21 - 40 SECONDS
5 = MORE THAN 40 SECONDS

FLOW



1 = NO APPARENT BREAK IN THE INSTRUCTIONAL FLOW (DISTRACTION IGNORED)
2 = DISTRACTION MAINLY TO TEACHER; DOESN'T BOTHER STUDENTS
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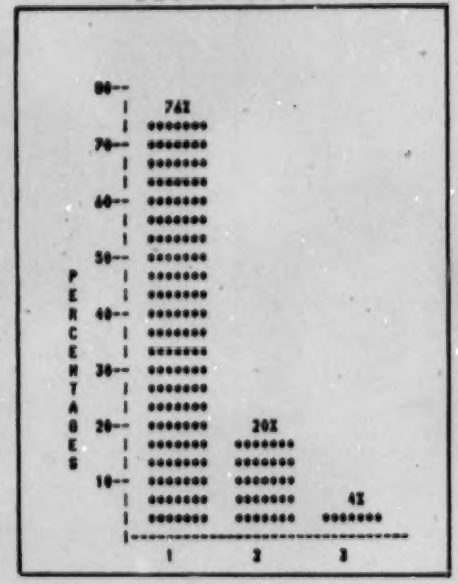
4 = INSTRUCTION DISRUPTED, BUT TEACHER BRINGS THE GROUP BACK
5 = INSTRUCTION COMPLETELY DISRUPTED; VERY DIFFICULT OR NOT POSSIBLE TO BRING THE GROUP BACK TO TASK

ELIMINATION



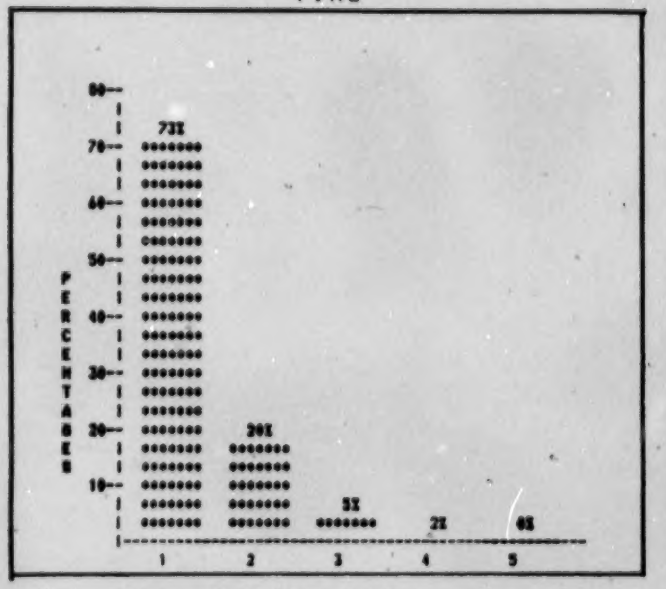
1 = APPARENT ELIMINATION OF DISTRACTION
2 = DISTRACTION CONTINUES AT A REDUCED (ACCEPTABLE) LEVEL
3 = DISTRACTION CONTINUES AND TEACHER USES ANOTHER TECHNIQUE

174

SUMMARY OF EFFECTIVENESS RATINGS

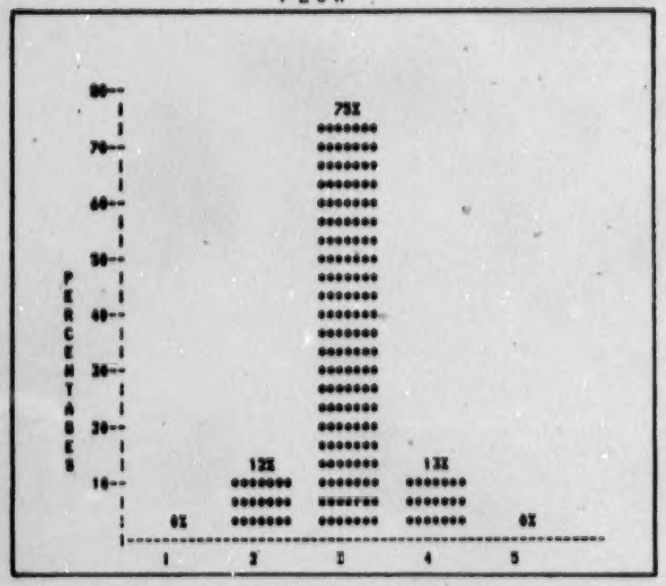
TEACHER(S) Z OBSERVATION(S) 1-9 TOTAL NUMBER OF DISTRACTIONS = 326

TIME



1 = LESS THAN 5 SECONDS
2 = 6 - 10 SECONDS
3 = 11 - 20 SECONDS
4 = 21 - 40 SECONDS
5 = MORE THAN 40 SECONDS

FLOW



1 = NO APPARENT BREAK IN THE INSTRUCTIONAL FLOW (DISTRACTION IGNORED)
2 = DISTRACTION MAINLY TO TEACHER; DOESN'T BOTHER STUDENTS
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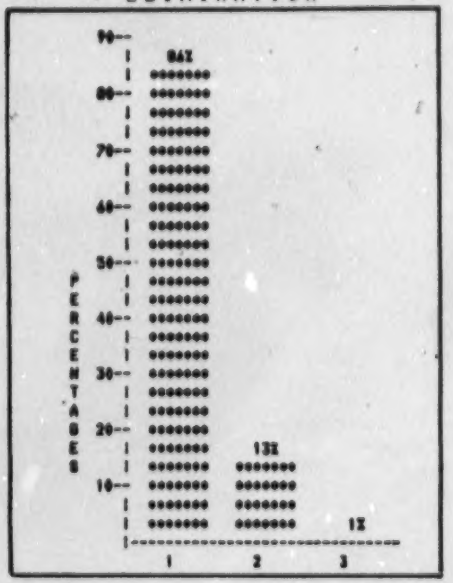
ELIMINATION



1 = APPARENT ELIMINATION OF DISTRACTION
2 = DISTRACTION CONTINUES AT A REDUCED (ACCEPTABLE) LEVEL
3 = DISTRACTION CONTINUES AND TEACHER USES ANOTHER TECHNIQUE

175

228

229

APPENDIX F

Miscellaneous Study

Related Documents

APPENDIX F

Teacher Questionnaire

1. On the reverse side please provide a "map" of the physical arrangement of your classroom including such things as:

    a. Location of teacher and student materials.
    b. Location of tutor, aide and parent check in, materials, and seating.
    c. Activity centers.
    d. Please attach seating chart and student class picture (if available.)

2. Below would you explain any special rationale you have for your classroom arrangement.

3. Number of children in room: Boys _____, Girls _____.

4. Do you have an aide during reading?

5. Please provide daily reading schedule:

Time	Activity	Size of Group	Other Activity (Please include parent and aide involvement)

6. Are there any reasons you have your daily schedule organized in this way?

RESULTS OF RELIABILITY TEST ADMINISTERED TO THE EIGHT OBSERVERS UPON COMPLETION OF TRAINING

EVENT		ETHNOGRAPHIC OBSERVERS				QUANTITATIVE OBSERVERS			
NO.	DESCRIPTION	TEAM A	TEAM B	TEAM C	TEAM D	TEAM A	TEAM B	TEAM C	TEAM D
1	Counselor enters room with new student. Teacher takes student to the instructional aide.	Yes	Yes	Yes	Yes	D C	D C	D C ERR	D C
2	General room noise. The teacher rings a bell.	Yes	Yes	Yes	Yes	D C	D C	D C	D C
3	Student running in the classroom. The teacher says "slow down."	Yes	Yes	Yes	Yes	D C	D C	D C	
4	Student crowding into line. Teacher directs student to proper location.	Yes	Yes				D C	D C	D C
5	Custodian pushes cart of supplies across the classroom. The teacher ignores.		Yes	Yes		D C	D C ERR	D C	D C ERR
6	Aide interrupts teacher seeking clarification Teacher clarifies instructions.	Yes	Yes	Yes	Yes	D C ERR	D C	D C	D C
7	Student crawling around on the rug. Teacher directs the student to stop.						D C	D C ERR	
8	Student acting foolish. Teacher tells student to stop acting silly.	Yes	Yes	Yes	Yes	D C ERR	D C ERR	D C ERR ERR	D C

A "Yes" in an ethnographic observer's column indicates the event was described in the qualitative notes. For the quantitative observer, a "D" indicates the distraction was correctly noted, a "C" indicates that the coping technique was correctly noted, and an "ERR" indicates that an error was made in identifying the appropriate coping or distraction code.

7. How do parents and aides know what their activities will be for the day?

8. Describe the various modes of your reading instruction (audio tapes, worksheets, texts, manipulative aids, additional books, and other).

9. What are your procedures for material distribution and work assignments during reading.

10. What are your procedures for transitional movement during reading? (Include start-up and ending procedures).

11. If a student doesn't complete a reading task or needs more practice what do you do?

12. Do you have peer tutors during reading?

13. How do tutors know what their activities will be for the day?

14. Please list any scheduled times during the reading period, that a student or group of students will be leaving or entering the classroom from some other school activity, (i.e., to re-reading, learning center, speech, ...).

15. Please list any specific techniques that you use for establishing the physical environment and mood for the reading period.

16. Please identify the strategy(ies) that you find the most successful in preventing interruptions during reading.

17. Are there any other characteristics of your teaching, your class, or your physical teaching station that you feel would be important for an observer to know?

CLASSROOM CONTEXT DESCRIPTION

Please describe the context of the classroom which you observed.

Please respond to at least the following:

(1) Your impression of the physical arrangement of the classroom -- is it functional? Does it encourage/discourage types of distractions?

(2) Describe, briefly, the classroom teacher's teaching style (e.g., democratic, permissive, authoritarian).

(3) Describe the rapport and relationship between

the teacher and students
the teacher and aide
the teacher and others

(4) Describe the teacher's procedures for transition movement during the reading period.

(5) How are classroom work standards and rules communicated to the students.

(6) What are the three (3) most common distractions you observed in the classroom.

(7) What are the three (3) coping techniques which the teacher used most frequently.

(8) Describe preventative techniques which you saw utilized frequently.

(9) Briefly describe the teacher's reading instructional period.

(10) Additional comments which are relevant.

CONTEXT DESCRIPTION continued (additional interim questions)

Now that you have observed your two teachers for 6 sessions, please respond to the following:

(11) Describe any pronounced patterns of distractions which you have recognized (e.g., certain distractions which occur regularly at certain locations and/or times).

(12) Describe the two (or three) types of (most pronounced) distractions which your two classrooms seemed to have in common.

(13) Describe the two (or three) types of (most pronounced) coping techniques which your two teachers both use regularly.

(14) Describe a distraction which has occurred frequently in this teacher's classroom which your other teacher does not encounter (much).

(15) Describe a coping technique which this teacher uses (commonly and effectively) which your other teacher does not frequently use.

(16) Briefly describe any suggestion(s) which in your opinion would alleviate or eliminate the occurrence of a regularly occurring distraction which you have observed in this classroom.

QUANTITATIVE CHECKLIST

EVENT	TIME	GROUP	DISTRACTION	CODE	COPING TECHNIQUE	CODE	TIME OFF TASK: <5	K1	K2	K3	>K3	FLOW OF INST.: 1 – No apparent break in the instructional flow (distraction ignored)	2 Distraction mainly to the teacher; doesn't bother the students	3 Minor distraction to both teacher and most students in the group	4 Instruction disrupted but teacher brings the group back to task	5 Instruction completely disrupted; very difficult or impossible to bring the group back to task	ELIM. OF DIST.: 1 Apparent elimination of distraction	2 Distraction continues at a reduced (acceptable) level	3 Distraction continues and the teacher uses another technique	COMMENTS
										Duration of the Distraction — (# seconds) The time the teacher is taken off her intended task.										

TEACHER DAILY RESPONSE FORM

During your tape summary of your reading period for today, please respond to the questions below (in the order they are asked). Feel free to include additional factors and conditions which may be of assistance in clarifying the context of your reading instruction today. Please focus your remarks to the time interval when reading instruction was occurring.

1. General assessment of today's instructional experience (e.g. today everything went well because...) were you satisfied with how much of your plans you accomplished and why?

2. Description of classroom environmental conditions which may have affected reading instruction and/or distractions (e.g. weather, special events, etc.)

3. Today what was your most successful distraction/coping technique and why. (During reading)

4. Today what was your least successful distraction/coping technique and why. (During reading)

5. Were there any changes in your coping techniques today? Why?

6. Comment on your mood and physical condition for today.

7. Estimate how much time (in minutes) of your reading instruction was lost today due to distractions.

8. Look down the list of names of the students in your class. Comment on any event, which occurred outside the reading period, which might effect future reading instruction (e.g., teacher reminded student that field trip participation depended on good behavior).

9. Other comments.

DISTRACTIONS TO CLASSROOM INSTRUCTION

REGULARLY OCCURRING			IRREGULAR OCCURRING
STUDENT GENERATED	SCHOOL GENERATED	OUT-OF-SCHOOL GENERATED	WITHIN CLASSROOM
11. Students verbally interrupting the teacher	21. Sensory distractions	31. Pre-announced visitors	41. Unexpected visitors
12. Student seeking clarification	22. Student movement due to out-of-classroom activities/programs	32. Special project-related activities (testing, recordkeeping)	42. Communications to the teacher
13. Student-student interactions which are disruptive	23. Clarification of instruction needed by others (non-students)	39. Other	43. Unexpected arrival or departure of students
14. General student noise	24. School management-related activities		44. Misc. student problems
15. Students not concentrating on classroom activities (not on task)	25. Teacher creates distraction		49. Other
16. Student's physical position or location	29. Other		OUT-OF-CLASSROOM
17. Student intentionally attempting to disrupt instruction or challenge rules			51. Upset parent visit
18. Physical disorders to the classroom environment or to students			52. Last moment activities (field trip, assembly, etc.)
19. Other			53. Speakers
			54. School photographs
			55. Student elections
			59. Other

DISTRACTIONS

REGULAR OCCURRING DISTRACTIONS

STUDENT GENERATED

11. *Student verbally interrupting the teacher*

    Students seeking approval
    Students telling of other students bothering them
    Students poking or touching teacher
    Misc. student questions (restroom, feeling ill, etc.)

12. *Student seeking clarification of task*

    Student asking teacher "how to do it"
    Raising and waving hands seeking help

13. *Student - student interactions which are disruptive*

    Student disagreements
    Unorderly sharing (lack of respect for other students while they are trying to share)
    Student discussions which are not related to the instructional task
    Students pushing, shoving, hitting, etc. each other

14. *General student noise*

15. *Students not concentrating on classroom activities (not on task)*

    Students not listening or following instructions (having to repeat instructions)
    Students do not have materials (which they should have -- e.g., pencil)
    General student foolishness and clowning around
    Students playfully running, crawling

16. *Student's physical position or location*

    Wandering students (wasting time)
    Student posture/seating
    Wiggling

17. *Student <u>intentionally</u> attempting to disrupt instruction*

    Student repeating instructions (disobediently -- seeking peer recognition)
    Students attempting to redirect class activities (move the teacher off the subject)

18. *Physical disorders to the classroom environment (e.g., spilt paint, student dragging earphones) or to students (e.g., wet pants, emotional tears, etc.*

19. *Other*

SCHOOL GENERATED

21. *Sensory distraction*

Bells
Fire drills
Gardening activities (noise and visual distractions)
Visual distractions of students or others passing by the classroom windows

22. *Student movement due to out-of-classroom activities/programs*

Media center and library visits
Pullout programs

23. *Clarification of instructions needed by others (non-student)*

Aides/parent volunteers seeking additional instructions or clarification
Teacher giving instructions to aide or parent (teacher initiated)

24. *School management-related activities*

Attendance folders
Assemblies
Preparation for open house

25. *Teacher creates distraction*

29. *Other*

OUT-OF-SCHOOL GENERATED

31. *Pre-announced visitors*

Parent visits
V.I.P visits (announced)

32. *Special project related activities (testing, recordkeeping)*

Recordkeeping for special funded projects
Special project testing

39. *Other*

IRREGULAR OCCURRING DISTRACTIONS

WITHIN CLASSROOM

41. *Unexpected visitors*

    Nurse visits and clinical testing
    Custodian delivery and pickup
    Principal visitation
    Important visitors (unannounced)

42. *Communication to the teacher*

    Notes and messages from other staff members
    Announcement of emergency meeting after school
    Requests (from principal or staff) for teacher to participate in an after school presentation (or a special presentation to a group)

43. *Unexpected arrival or departure of students*

    Family emergency (teacher or student)
    Receiving new students

44. *Misc. student problems*

    Students losing lunch tickets or money (or lunch)
    Inquiry to student on playground
    Sudden student illness (in class or playground)

49. *Other*

OUT-OF-CLASSROOM

51. *Upset parent*

52. *Last moment field trip*

53. *Speakers*

54. *Photographs*

55. *Student elections*

56. *Other*

COPING TECHNIQUES

ONGOING TEACHER ACTIONS		PREVENTATIVE AND/OR PREPLANNED
VERBAL	NONVERBAL	
11. Teacher giving direct command or instruction (telling)	21. Teacher using body language, gestures and/or facial expressions	31. Reminding students of rules to prevent distractions from happening
12. Teacher complimenting positive behaviors or actions -- as an example of acceptable activities	22. Teacher moving or locating self with the classroom	32. Locating material or arranging classroom environment to reduce/prevent distractions from happening
13. Teacher clarifying or reminding students of rules (How it should be)	23. Teacher physically redirecting students' attention	33. Teacher using positive reinforcement techniques to encourage future appropriate behavior/actions
14. Teacher soliciting students to a behavior change by using varying voice techniques	24. Teacher calling attention to inappropriate behavior (signs, bells, etc.)	34. Teacher using other adults in the classroom to cope with or to prevent distractions
15. Teacher using varying patterns or clues to gain student attention	25. Teacher ignoring distraction (after exhibiting awareness of the distraction)	35. Class discussion of events which are yet to occur or of non-functional events which were disrupted
16. Teacher directing student to another person or location	26. Teacher showing how a task is supposed to be done	36. Teacher using students to help resolve distractions
17. Teacher putting distraction on hold	27. Teacher physically resolves distraction ("fixes it")	39. Other
18. Teacher telling how a task can be accomplished	29. Other	
19. Other		

COPING TECHNIQUES

ONGOING TEACHER ACTIONS

VERBAL

11. *Teacher giving direct command or instruction (telling)*

Redirecting student's attention by calling his name or catching his attention
Direct commands
Calling for class attention (e.g., "all eyes up")
Calling on an inattentive student

12. *Teacher complimenting positive behaviors or actions -- as an example of acceptable activities*

Complimentary techniques (e.g., "Look how nice row 2 is ...")

13. *Teacher clarifying or reminding students of rules (how it should be)*

Questioning technique (e.g., "Children, why am I not answering Johnny?"
Making judgement of "what is fair" (clarifying existing classroom rules)
Directing the students to raise their hands (if they wish to share or have a question)
Reminding students of "rules"
Threats (e.g., "If you don't ___, I will ___")

14. *Teacher soliciting behavior change by using varying voice techniques*

Voice inflection (e.g., loud/soft, harsh/gentle)
Hesitating or stopping in a sentence (or in the middle of a sentence) until students attention is regained -- [could be called a nonverbal technique]

15. *Teacher using varying patterns or clues to gain student attention*

Verbal clues of teacher's mood or health (e.g., "Today I'm in a grouchy mood", "I've got a cold today")
Requesting students to use a "calming technique" (e.g., "Take a slow deep breath", "Put your heads down")
Motivating into appropriate actions ("Get to the rug by the time the song is over")
Counting to bring the class to order (e.g., "I'm counting, 1,2,3, ...")
Kidding - joking techniques (e.g., mimicking a whinning child)
Reading to group (e.g., after recess to calm-down)
Dismissal techniques (to lunch, recess, home)
Management songs

16. *Teacher directing student to another person or location (verbal)*

Sending student out of classroom
Dismissal techniques (to lunch, recess, home)
Directing the student to another person (e.g., "go to the principal")
Directing the student to sit at another location (e.g., go sit in the corner")

17. *Teacher putting the distraction on "hold" (e.g., "Ill be there in a second")*

18. *Teacher telling how a task can be done (clarifying it)*

19. *Other*

NONVERBAL

21. *Teacher using body language, gestures and/or facial expressions*

Facial reactions
Descriptive gestures
Eye contact
Gestures
Signals - hand motions (e.g., "zipper lips")

22. *Teacher moving or locating self within the classroom*

Location of teacher (e.g., standing back, physically separate)
Teacher moving around the classroom ("making rounds")
- during large group instruction
- during transition periods
Position of teacher's body (back to wall, eyes toward class)

23. *Teacher physically redirecting students' attention*

Touching of students
Redefine students' attention by removing objects

24. *Teacher calling attention to inappropriate behavior*

Writing student names on board
Turning lights off
Ringing bells or other attention getters
Pausing or waiting techniques
Signs (e.g., Lucy sign "It's too noisy in here")

25. *Teacher ignoring distraction (after exhibiting awareness of the existence of the distraction)*

26. *Teacher showing how a task is supposed to be accomplished*

27. *Teacher physically resolves distraction (e.g., fixes it, does it herself, goes and gets the materials)*

29. *Other*

PREVENTATIVE AND/OR PREPLANNED

31. *Reminding students of rules to prevent distractions from happening*

Various rule setting experiences (formal and informal)
Designating "off-limits areas"
Signs or indicators of activities (e.g., potty "Stop-Go" sign)
Use of classroom codes (e.g., "Hands-up for silence")
Limiting visitation times (of parents or outside visitors)
Rule of putting heads down
Permissive understandings (e.g., "You can get a drink of water if I'm not . . .") and/or Restrictive understandings (e.g., "You do <u>not</u> bother me when I am on the rug")
Selected bathroom and drink rules (e.g., "No visits to bathroom or drink for the first half-hour after lunch or recess")
Direct the kids to raise their hands (if they need help or wish to show something)
Sitting policies ("Bottoms on the rug" - don't get up on your knees, don't tilt chairs back)
Practice of rules of potential disruptive situations
- "Line-up" practice
- Fire drill
- "Coming to the rug"
- How you go to your chair?
- Going to office
- etc.

Communicate rules of things to <u>not</u> bring to school (e.g., frogs)
Communicate the acceptance of "body language" or gestures (between students) as means of inter-student communications -- to reduce room noise
Clarification of teacher and/or student "space"

32. *Locating materials or arranging classroom environment to reduce/prevent distractions from happening*

Assignment of seats or small group areas
Location (selection of) of teacher during small group activities (e.g., classroom teacher is centrally located during small group activities)
Pull curtains or cover windows with objects to minimize "outside distractions"
Location of materials and supplies (e.g., "Keep the -- in the rack and . . .")
Avoidance of materials/equipment which may cause activity which may be distracting
Use of charts, visual displays and schedules which indicate what students are supposed to do
Making sure that the work and materials provided to students are appropriate for students' interest and abilities (so they don't finish too early or are "frustrated" by overly difficult tasks)
Permit meaningful "extra activities" if/when students finish their required work

33. *Teacher using positive reinforcement techniques to encourage future appropriate behavior/actions*

Good citizenship awards for good behavior
Communication with parents (phone, notes, conferences) of acceptable and expected behavior

34. *Teacher using other adults in the classroom to cope with or prevent distractions*

Use aides to:
- Check students' work and correct problems
- Circulate to be sure students are on task
- Maintain records
- Filter "lower level" classroom/out-of-classroom distractions
- Working with individuals who are having learning problems
- Playground supervision
- Lunchtime supervision
- Communicate standards and rules to substitutes

35. *Class discussion of events which are yet to occur or of non-functional events which were disrupted*

Helping students anticipate what is going to happen (e.g., "Now when we go on the field trip, when we get on the bus . . .")
Asking a class to evaluate a non-functional experience (e.g., "Class, why do you think the classroom burned down today?")

39. *Other*